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**Sarah L Mabrouk\*** ([smabrouk@framingham.edu](mailto:smabrouk@framingham.edu)), Framingham State University, 100 State Street, PO Box 9101, Framingham, MA 01701-9101. *Reflections on Calculus Reform: How I Was Taught vs. How I Teach.*

Calculus reform changed the emphasis of the calculus sequence from producing students who are better symbolic manipulators to producing those who understand as well as can interpret, explain, visualize, and apply the concepts and methods that they study and learn. As one who was taught using the traditional approach as well as whose initial teaching experiences (teaching fellow and then lecturer) were from the traditional point of view, teaching a conceptual calculus course incorporating the use of writing and graphing calculators had a profound and lasting effect. In this presentation, I will contrast how I learned various topics in the calculus sequence with how I teach these topics in my classes using physical demonstrations and explorations, technology such as Maple and Winplot, and assignments and projects that include writing, open-ended problems, and real-life applications. (Received September 22, 2010)