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WHAT IS WRONG WITH CURRENT MATHEMATICAL EDUCATION? R. F. Keller, Iowa State University, Ames. When one listens carefully to statements of what is wrong with math education he hears over and over again that the student doesn't acquire the capability to do the things we want him to be able to do. He only becomes partially able to do what we want. This leads me to believe that the basic problem with mathematics instruction is that---our "instruction processes" allow (or possibly often insure) partial understanding by the student and the level of this understanding is so low that, with few exceptions, it is practically useless. The solution to this problem can only come through developing better "instruction processes". Such processes involve the instructor and student as well as mathematical concepts. A basic foundation for developing "concept sensitive" instruction processes is developed. This is done through illustration of how attempts to upgrade math instruction have failed because of improperly based instruction.

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*Ray F. Keller*

228 Computer Science