

*The Technology Revolution, Revisited*  
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Recently, I had the pleasure (or misfortune) of moving to a new office on campus, which necessitated the cleaning of the old office to pack the items that were to go to the new one. During that cleaning period, I came across an article I had written for the spring 1999 issue of *Inquiry: The Journal of the Virginia Community Colleges*. The article was entitled “Graphing Calculators: The Newest Revolution in Mathematics” and focused on the influence of graphing calculators in the mathematics classroom.

The article was based on a presentation entitled “The Technology Revolution” that I had made at the VCCS (Virginia Community College System) New Horizons Conference the previous spring, one in which I proudly demonstrated the TI-92 graphing calculator and heralded the many things it was capable of doing. The article also addressed how pedagogy and assessment would have to change as a result of this calculator’s symbolic capabilities.

Looking back on this article fourteen years later, realizing that the TI-92 is no longer used and has, in fact, been replaced by several other much better models, it is apparent how much has changed in that relatively short time period. What better opportunity than now to revisit the technology revolution in mathematics with today’s eyes and today’s perspectives.



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