Student Attitudes:
Learning with Maplets for Calculus

Analysis of 2 years of survey data, collected at the beginning and end of Calculus I and II courses.
2 sets of parallel questions:
• Attitudes and perceptions about learning mathematics and calculus
• Attitudes about using technology, Maplets for Calculus, Matlab, and Maple

Student Preferences: Maplets for Calculus vs. Other Platforms

<table>
<thead>
<tr>
<th></th>
<th>Matlab</th>
<th>Maple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maplets more favorable</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>About the same</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Other platform more favorable</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Matlab at University A, Maple at University B

- At both universities, attitudes toward learning mathematics became slightly more negative.
- General attitudes toward using technology also became slightly more negative.
- University A students were significantly more positive about using Maplets for Calculus.
- University B students in Calculus I also tended to be more positive about Maplets for Calculus, although not as strongly so.
- Attitudes of University B students in Calculus I changed significantly on most questions; students in Calculus II showed much less change.

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