Abstract

This paper reports the effects of the software Graphmatica and the electronic mail on the academic achievement of some students of Mathematics I at the School of Science and Technology, Centroccidental University Lisandro Alvarado (UCLA). It was conducted a quantitative research with quasi-experimental design. The package SPSS-12 was used, applying the t-student test for paired and simple groups. It was performed a descriptive analysis of the questionnaire Likert scale applied to measures the attitudes of the students toward the use of digital technology in teaching and learning mathematics. The findings were: a) it was improved significantly the academic achievement of the students of Mathematics I; b) the approved students did not reach a meritorious level of academic achievement; c) the students showed a positive attitude toward the use of digital technology in teaching and learning Mathematics I; and d) the students reduced his high level of absenteeism to classroom activities of Mathematics I.

Keywords
Digital Technology, Mathematics, Academic Achievement.