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 whom it is taught, and when it is taught – is the bedrock to
 understanding what mathematics students can, could, and should
 learn. Today's digital technology influences the mathematics
 curriculum in two quite different ways. One influence is on the
 delivery of mathematics through hardware such as desktops,
 laptops, and tablets. Another influence is on the doing of
 mathematics using software available on this hardware, but also
 available on the internet, calculators, or smart phones. These
 developments, rapidly increasing in their availability and
 decreasing in their cost, raise fundamental questions regarding a
 mathematics curriculum that has traditionally been focused on
 paper-and-pencil work and taught in many places as a set of
 rules to be practiced and learned. This volume presents the talks
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 inside the USA – were asked to discuss one or more of the
 following topics: • changes in the nature and creation of
 curricular materials available to students • transformations in
 how students learn and how they demonstrate their learning •
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