Practising engineers’ conceptions about how mathematics should be taught to engineering students

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Demands from engineering faculties to mathematics departments have traditionally mainly been for teaching computational mathematical skills to engineering students. At the same time high expectations exist in terms of analytic and creative knowledge based skills for engineers as a work force. We report from a collaboration project between South Africa and Sweden with the aim to investigate whether the emphasis in undergraduate mathematics courses for engineering students would benefit from being more conceptually oriented than the traditional more procedurally oriented way of teaching. In this presentation we report on conceptions of practising engineers about this issue.