

Storytelling and Technology

https://doi.org/10.37626/GA9783959872188.0.089 First page: 472 Last page: 475 Abstract Storytelling coupled with technology is an attractive method to teach geometry. The following story was told to a set of students of the age group 14 - 16 years, who are familiar with the GeoGebra software. A pirate hid his treasures in an island and left a note for the treasure hunt to his son. The instructions are as follows. "Find two palm trees in the island with markings of a heart (♥) on them. There will be a very small pond near them. From the pond go to one palm tree and turn 90 degrees and proceed equal distance to mark a point P on the ground. Do the same for the second palm tree to get another point Q. The treasure is hidden at the midpoint of PQ". When his son went there, he could find the two palm trees but there was no pond nearby. But with his geometric knowledge, he could find the treasure. How? The students tried and some found the solution. In this short paper, this is discussed.

=====

Ipek Saralar-Aras & Betul Esen Designing Lessons for the 5th Graders through a Design Study on Teaching Polygons

https://doi.org/10.37626/GA9783959872188.0.090 First page: 476 Last page: 481 Abstract It has been argued by researchers that learning about polygons is important. Student performance on polygons, particularly at the middle school level, was found to be lower than expected. Thus, this paper presents brief summaries of RETA-based lesson plans on polygons. The RETA is a maths model, which supports realistic, exploratory, technology-enhanced and active lessons. The participants of the study were 60 middle school students. Data was collected through lesson recordings of 5 lessons, pre-tests and post-tests to measure students' performance on polygons, lesson evaluation forms and interviews. The findings show that students found the RETA-based lessons engaging but some of the parts were difficult for them. The lesson plans presented in this paper were the 2nd version of the plans, amended after the 1st cycle of designbased research. It is hoped that the lesson plans set an example for teachers and teacher candidates.

=====

Stephanie Sheehan-Braine & Irina Lyublinskaya A Framework for Online Problem-Based Learning for Mathematics Educators

https://doi.org/10.37626/GA9783959872188.0.091 First page: 482 Last page: 487 Abstract Research shows that problem-based learning (PBL) has the capacity to make mathematics culturally relevant, so there is a need to adapt this successful learning model to virtual environments. This study proposes the Framework for Online Problem-Based Learning for Educators (OnPBL-E) to add this challenge. The content components of the OnPBL-E framework were developed by unpacking PBL instructional principles and identifying interactions between the essential elements of PBL: the context, the educator, and the learner. Then, the Multimodal Model for Online Education was used to identify online modules for these interactions. This study also describes an example of implementing PBL in an online mathematics modeling course.

=====

M. Vali Siadat Keystone Model of Teaching and Learning in Mathematics

https://doi.org/10.37626/GA9783959872188.0.092 First page: 488 Last page: 493 Introduction Keystone model presents a holistic approach to math education at the college. It is a dynamic system of frequently assessing student learning and adjusting teaching practices. Its philosophy is based on the belief that all students can learn mathematics provided they are engaged in the learning process. Keystone views classroom as a learning community where through peer-to-peer interaction and cooperation, all students achieve. Contrary to other programs that put the students in competition with one another, essentially pitting them against each other for grades, our program challenges students to cooperate so that all attain the standards of excellence. Keystone is an alternative model to traditional educational practices and its basic principles should be applicable to all disciplines.

=====

Parmjit Singh, Nurul Akma Md Nasir & Teoh Sian Hoon The Dearth of Development in Mathematical Thinking Among High School Leavers

https://doi.org/10.37626/GA9783959872188.0.093 First page: 494 Last page: 499 Abstract The prime rationale of the high school math curriculum is to develop the intellectual mind of learners who can think and apply learnt content into solving problems of different areas of learning. Thus, to assess this context, a mixedmethod approach was undertaken to assess the levels of the 640 High school leavers' mathematical thinking acumen in the context of their preparation in

facing the challenges of tertiary level. The findings depict low-level mathematical thinking attainment regarding their dearth in critical thinking and creative thinking to solve higher-order thinking tasks. They lack a heuristics repertoire to use their contextual knowledge in solving fundamental nonroutine problems. This then begs the question: how are these students to face the upcoming hurdles and challenges bound to be thrown their way at the tertiary level? Keywords: Mathematical thinking, problem solving, non-routine, heuristics

=====

Praneetha Singh Mathovation- Creativity and Innovation in the Mathematics Classroom

https://doi.org/10.37626/GA9783959872188.0.094 First page: 500 Last page: 505 Abstract The 21st century is predicted as the century of rapid development in all aspects of life. People are creative, but the degree of creativity is different (Solso, 1995). The perspective of mathematical creative thinking expressed by experts such as Gotoh (2004) and Krulik and Rudnick (1999) refer to a combination of logical and divergent thinking, which is based on intuition but has a conscious aim and process. This thinking is based on flexibility, fluency and the uniqueness of mathematical problem solving. This paper will aim to assist the readers to find out the competencies that are required to assess the creative thinking ability and characteristic of mathematical problems that can be used in creative thinking.

=====

Charles Raymond Smith & Cyril Julie Towards Understanding Integrating Digital Technologies in the Mathematics Classroom

https://doi.org/10.37626/GA9783959872188.0.095 First page: 506 Last page: 511 Abstract In the context of ICT integration, a presentation by a teacher during a continuing professional development session is analyzed from the instrumental orchestration as well as the Technological Pedagogical (And) Content Knowledge (TPACK) perspective. The results indicate that some of the components of instrumental orchestration were used by the teacher during the presentation. In realising these orchestrations, the teacher had to delve into the different knowledge components that constitute TPACK. It is concluded that CPD providers need to take such complexities into account when delivering training programs. Keywords: GeoGebra, ICT integration, instrumental orchestration, TPACK, mathematics teacher practices

=====

Panagiotis Stefanides "Generator Polyhedron", Icosahedron Non-Regular, Discovered Invention

https://doi.org/10.37626/GA9783959872188.0.096 First page: 512 Last page: 517 Abstract The Invented [2017] Polyhedron, is a Non-Regular Icosahedron, it has 12 Isosceli triangles and 8 Equilateral ones. Its Skeleton Structure consists of 3 Parallelogramme Planes Orthogonal to each other, with sides' ratios based on the Square Root of the Golden Number [ratios of 4/π specially for π = 4/T= 3.14460551..., where T is the Square Root of the Golden Number (√Φ) equal to 1.27201965..] and related directly to the Icosahedron, whose structure is based on the Golden Number and to the Dodecahedron, whose structure is based on the Square of the Golden Number. Its geometry relates to Plato's Timaeus "Most Beautiful Triangle", a proposed theorization by the author ["contra" the standard usual International interpretations], presented to various national and international conferences [the Magirus/ Kepler one is a constituent part of this triangle, similar to it, but not the same with it].

=====

Michelle Stephan & David Pugalee The Future of Mathematics Education in the Digital Age

https://doi.org/10.37626/GA9783959872188.0.097 First page: 518 Last page: 521 Abstract How do the mathematics content and processes taught in school today need to change in order to prepare students for participation in the digital and information age? We propose to stimulate a discussion about what mathematics education should aim for in preparing students for employment and local/global citizenship in this ever-changing technological world. Our group will develop a forward-minded agenda on implementation of mathematics content and practices. This will include detailing 1) what content/practices should be kept, changed or deleted from the curriculum, 2) potential impediments to teachers implementing them and possible strategies to address these, and 3) necessary research projects to study implementations in order to make ongoing recommendations. We will aim to start with middle school (ages 12-15) with a vision to continue this working group through multiple conferences.

=====
 ===== Yelena Stukalin & Sigal Levy Introducing Probability Theory to Ultra-Orthodox Jewish Students by Examples from the Bible and Ancient Scripts <https://doi.org/10.37626/GA9783959872188.0.098> First page: 522 Last page: 525 Abstract Cultural diversity in the classroom may motivate teachers to seek examples that reflect their students' cultural backgrounds, thus making the course material more appealing and understandable. In this context, the Holy Bible is a source of many stories and anecdotes that may be included in teaching probability theory to even ultra-Orthodox Jews. This paper aims to demonstrate the use of stories from the Bible to introduce some concepts in probability. We believe that this approach will make learning probability and statistics more understandable to the Ultra-Orthodox students and increase their motivation to engage in their studies. Keywords: cultural diversity, biblical examples, non-statisticians
 ===== Emily K. Suh, Lisa Hoffman & Alan Zollman STEM SMART: Five Essential Life Skills Students Need for their Future <https://doi.org/10.37626/GA9783959872188.0.099> First page: 526 Last page: 530 Abstract To be successful in a future STEM-focused world, students need to know more than content: students need to be STEM SMART. A STEM SMART student has the mindset of an intellectual risk taker, the tenacity to tackle tough problems while learning from mistakes, and the critical thinking skills to separate scientific information from opinions and beliefs. We use the SMART acronym (Struggle, Mistakes, All, Risk, Think) to introduce five essential life skills not obviously related to STEM (Science, Technology, Engineering, and Mathematics) disciplines but necessary for success in STEM. For each of our five essential skills, we provide an explanation of its importance, connections to relevant educational research, and real-world applications.
 ===== Janet (Hagemeyer) Tassell, Jessica Hussung, Kylie Bray, Darby Tassell & Haley (Clayton) Carbone Elementary Pre-Service Teachers' Beliefs about Mathematics Fluency: Transforming Through Readings & Discussions <https://doi.org/10.37626/GA9783959872188.0.100> First page: 531 Last page: 536 Abstract Teacher candidates continue to enter Elementary Math Methods with the belief that mathematics fluency is synonymous to speed and rote memorization -assessed best by timed tests. In the Elementary Math Methods 2018-2021 school years, fall and spring semesters, qualitative data were gathered from pre-service elementary mathematics teachers' pre/post-assessments of reading mathematics fluency journal articles, viewing video samples, and participating in full-class discussions. The pre- to post-assessment themes show that reading research articles may be a possible intervention to add to their clinical school observations in the K-6 setting.
 ===== Eleni Tsami, Dimitra Kouloumpou & Andreas Rokopanos The Gender Gap in Statistics Courses: A Contemporary View on a Statistics Department <https://doi.org/10.37626/GA9783959872188.0.101> First page: 537 Last page: 541 Abstract Gender equality remains a strategic objective of the EU educational system. The present paper provides a contemporary view of the gender balance in the Department of Statistics and Insurance Science at the University of Piraeus. Our results indicate that a gender gap is prevalent in this specific department, although this gap is only marginal in terms of the statistics on students. On the other hand, statistics for the academic staff reveal that the department is clearly male dominated, thus stirring the discussion of gender preferences and systemic gender bias. Our findings support the notion that the institutional change currently taking place across departments and academic communities worldwide is yet to come to fruition and considerable effort is needed in order to bridge the gender gap in science, technology, engineering and mathematics (STEM) courses.
 ===== Ching-Yu Tseng, Paul Foster, Jake Klinkert, Elizabeth Adams, Corey Clark, Eric C. Larson & Leanne Ketterlin-Geller Using Cognitive Walkthroughs to Evaluate the Students' Computational Thinking during Gameplay <https://doi.org/10.37626/GA9783959872188.0.102> First page: 542 Last page: 547 Abstract In this paper, we describe how a team of multidisciplinary researchers, including game designers, computer scientists, and learning scientists, created a learning environment focused on computational thinking using a commercial video game

Minecraft. The learning environment includes a Minecraft mod, a custom companion application, and a learning management system integration. The team designed the learning environment for students in Grades 6-8. Working with a group of educators, the researchers identified eleven high-priority Computer Science Teacher Association (CSTA) standards to guide game development. The team decomposed the standards into essential knowledge, skills, and abilities. In this study, we describe how we used a cognitive walkthrough with a middle school student to investigate: (a) the ways in which the game supports student learning (b) the barriers to learning, and (c) the necessary changes to facilitate learning.
 ===== Ariana-Stanca Vacaretu GROWE in Math <https://doi.org/10.37626/GA9783959872188.0.103> First page: 548 Last page: 553 Abstract Getting Readers on the Wavelength of Emotions (GROWE) is an Erasmus+ project initiated with the aim to develop all (including math) teachers' competences to address students' literacy and emotional learning needs. The GROWE classroom approach includes meaningful reading and writing learning activities and develops mastery of such strategies using diverse authentic texts (i.e. not `clean` textbook texts), while learning the discipline. Simultaneously, the students enhance their social-emotional skills by learning to recognise and manage their emotions, establish positive relationships, and make responsible decisions. This paper presents my experience in implementing the GROWE approach in my maths lessons with high-school students: the authentic texts I used and related tasks, and some implementation results.
 ===== Shin Watanabe & Takako Aoki In School and Out School <https://doi.org/10.37626/GA9783959872188.0.104> First page: 554 Last page: 559 Abstract Currently, learning in developed countries is centred on school education. It is not only Japanese teachers who regret that few students enjoy learning mathematics under the current school system. And in the age of 100 years of life, everyone should continue to study academics even after graduating from school. Unfortunately, learning mathematics is difficult after graduating from school. It is clear that lifelong learning has now become an important learning venue for all. I decided to call this school education "In School", and to be released from the school system and call learning "Out School". I will describe the richness of the future of "Out School", which is a place for learning in the future. Out School is an important mathematical education that is an extension of In School. Key words: In School, Out School, Creativity, Mathematical Learning
 ===== Laura Watkins, Patrick Kimani, April Ström, Bismark Akoto, Dexter Lim Representational Competence with Linear Functions: A Glimpse into the Community College Algebra Classroom <https://doi.org/10.37626/GA9783959872188.0.105> First page: 560 Last page: 565 Abstract Teaching and learning strategies that encourage students to develop the ability to use mathematical representations in meaningful ways are powerful tools for building algebraic understandings of mathematics and solving problems (American Mathematical Association of Two-Year Colleges [AMATYC], 2018). The study of functions in algebra courses taught at community colleges in the United States provides students the opportunity and space to make connections between important characteristics of various families of functions. Using examples of teaching and learning linear functions from intermediate and college algebra courses in community colleges, we explore the ways instructors and students use a variety of representations (visual, symbolic, numeric, contextual, verbal, and/or physical) in teaching and learning linear functions, while connecting between and within these representations.
 ===== Ian Willson Formative Assessment Activities for Introductory Calculus <https://doi.org/10.37626/GA9783959872188.0.106> First page: 566 Last page: 568 Abstract A hands-on workshop in which participants engage as beginning learners in an extensive range of stand-alone tasks, and in which some of the tenets and guiding principles of formative assessment are used to highlight what many consider to be the best kind of teaching practice—and that which is critically important if we are to improve the quality of instruction for all. The idea is that clear articulation of just what is meant by formative assessment is provided in the actual context of ready-to-use classroom tasks.
 ===== Kay A. Wohlhuter & Mary B. Swarthout Number Talks:

will be adequate to prepare students for informed citizenship—as well as preparing them for career opportunities in learning organizations, in knowledge economies, in an age of increasing globalization—how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections: *Part I focuses on naturalistic observations aimed at clarifying what kind of “mathematical thinking” people really do when they are engaged in “real life” problem solving or decision making situations beyond school. *Part II shifts attention toward changes that have occurred in kinds of elementary-but-powerful mathematical concepts, topics, and tools that have evolved recently—and that could replace past notions of “basics” by providing new foundations for the future. This section also initiates discussions about what it means to “understand” the preceding ideas and abilities. *Part III extends these discussions about meaning and understanding—and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities. Foundations for the Future in Mathematics Education is an essential reference for researchers, curriculum developers, assessment experts, and teacher educators across the fields of mathematics and science education.

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 1999 - United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies 1998

Life-contingency tables - Edwin James Farren 1850

Protecting America's Competitive Edge Act (S. 2198) - United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions. Subcommittee on Education and Early Childhood Development 2006

Advanced Mathematics - Richard G. Brown 1999-06-01

Teaching and Learning Secondary School Mathematics - Ann Kajander 2018-10-24

This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators. It is both representative of mathematics education generally, as well as unique to the particular geography and culture of Canada. The chapters address topics of broad applicability such as technology in learning mathematics, recent interest in social justice contexts in the learning of mathematics, as well as Indigenous education. The voices of classroom practitioners, the group ultimately responsible for implementing this new vision of mathematics teaching and learning, are not forgotten. Each section includes a chapter written by a classroom teacher, making this volume unique in its approach. We have much to learn from one another, and this volume takes the stance that the development of a united vision, supported by both research and professional dialog, provides the first step.

The SAGE Handbook of Curriculum and Instruction - F. Michael Connelly 2008

The SAGE Handbook of Curriculum and Instruction emerges from a concept of curriculum and instruction as a diverse landscape defined and bounded by schools, school boards and their communities, policy, teacher education, and academic research. Each contributing author was asked to comprehensively review the research literature in their assigned topic. These topics, however, are defined by practical places on the landscape e.g. schools and governmental policies for schools. Key Features: o Presents a different vision or re-conceptualization of the field o Provides a comprehensive and inclusive set of authors, ideas, and topics o Takes a global rather than North American parochial approach o Recognizes that curriculum and instruction is broader in scope than is suggested by university research and theory o Reflects post-1992 changes in curriculum policy, practice and scholarship o Represents a rethinking of how school subject matter areas are treated. Teacher education is included in the Handbook with the intent of addressing the role and place of teacher education in bridging state and national curriculum policies and curriculum as enacted in classrooms.

Precalculus - Jay Abramson 2018-01-07

Precalculus is adaptable and designed to fit the needs of a variety of precalculus courses. It is a comprehensive text that covers more ground than a typical one- or two-semester college-level precalculus course. The content is organized by clearly-defined learning objectives, and includes worked examples that demonstrate problem-solving approaches in an accessible way. Coverage and Scope Precalculus contains twelve chapters, roughly divided into three groups. Chapters 1-4 discuss various types of functions, providing a foundation for the remainder of the course. Chapter 1: Functions Chapter 2: Linear Functions Chapter 3: Polynomial and Rational Functions Chapter 4: Exponential and Logarithmic Functions Chapters 5-8 focus on Trigonometry. In Precalculus, we approach trigonometry by first introducing angles and the unit circle, as opposed to the right triangle approach more commonly used in College Algebra and Trigonometry courses. Chapter 5: Trigonometric Functions Chapter 6: Periodic Functions Chapter 7: Trigonometric Identities and Equations Chapter 8: Further Applications of Trigonometry Chapters 9-12 present some advanced Precalculus topics that build on topics introduced in chapters 1-8. Most Precalculus syllabi include some of the topics in these chapters, but few include all. Instructors can select material as needed from this group of chapters, since they are not cumulative. Chapter 9: Systems of Equations and Inequalities Chapter 10: Analytic Geometry Chapter 11: Sequences, Probability and Counting Theory Chapter 12: Introduction to Calculus **Pre-calculus 11** - Bruce McAskill 2011

This educational resource has been developed by many writers and consultants to bring the very best of pre-calculus to you.

Business Calculus Demystified - Rhonda Huettenmueller 2006-01-06 Take the FEAR OUT of Business Calculus Business Calculus Demystified clarifies the concepts and processes of calculus and demonstrates their applications to the workplace. Best-selling math author Rhonda Huettenmueller uses the same combination of winning step-by-step teaching techniques and real-world business and mathematical examples that have succeeded with tens of thousands of college students, regardless of their math experience or affinity for the subject. With Business Calculus Demystified, you learn at your own pace. You get explanations that make differentiation and integration -- the main concepts of calculus -- understandable and interesting. This unique self-teaching guide reinforces learning, builds your confidence and skill, and continuously demonstrates your mastery of topics with a wealth of practice problems and detailed solutions throughout, multiple-choice quizzes at the end of each chapter, and a "final exam" that tests your total understanding of business calculus. Learn business calculus for the real world! This self-teaching course conquers confusion with clarity and ease. Get ready to: Get a solid foundation right from the start with a review of algebra Master one idea per section -- develop complete, comfortable understanding of a topic before proceeding to the next Find a well-explained definition of the derivative and its properties; instantaneous rates of change; the power, product, quotient, and chain rules; and layering different formulas Learn methods for maximizing revenue and profit... minimizing cost... and solving other optimizing problems See how to use calculus to sketch graphs Understand implicit differentiation, rational functions, exponents, and logarithm functions -- learn how to use log properties to simplify differentiation Painlessly learn integration formulas and techniques and applications of the integral Take a "final exam" and grade it yourself! Who says business calculus has to be boring? Business Calculus Demystified is a lively and entertaining way to master this essential math subject!

Affect in Mathematical Modeling - Scott A. Chamberlin 2019-06-03

In the book, the relationship between affect and modeling is discussed because, as educational psychologists have suggested for decades, affect directly influences achievement. Moreover, given the importance of mathematical modeling and the applications to high level mathematics, it provides the field of mathematics psychology with insight regarding affect, in relation to mathematical modeling. By doing so it helps determine the degree to which understanding of mathematics and understanding affect in mathematical modeling episodes may have a direct effect on cognition.

Trigonometry For Dummies - Mary Jane Sterling 2014-02-06

A plain-English guide to the basics of trig Trigonometry deals with the relationship between the sides and angles of triangles... mostly right triangles. In practical use, trigonometry is a friend to astronomers who use triangulation to measure the distance between stars. Trig also has applications in fields as broad as financial analysis, music theory, biology, medical imaging, cryptology, game development, and seismology. From sines and cosines to logarithms, conic sections, and

polynomials, this friendly guide takes the torture out of trigonometry, explaining basic concepts in plain English and offering lots of easy-to-grasp example problems. It also explains the "why" of trigonometry, using real-world examples that illustrate the value of trigonometry in a variety of careers. Tracks to a typical Trigonometry course at the high school or college level Packed with example trig problems From the author of Trigonometry Workbook For Dummies Trigonometry For Dummies is for any student who needs an introduction to, or better understanding of, high-school to college-level trigonometry.

Views and Beliefs in Mathematics Education - Benjamin Rott 2018-12-14

The book is made up of 21 chapters from 25 presentations at the 23rd MAVI conference in Essen, which featured Alan Schoenfeld as keynote speaker. Of major interest to MAVI participants is the relationship between teachers' professed beliefs and classroom practice. The first section is dedicated to classroom practices and beliefs regarding those practices, taking a look at prospective or practicing teachers' views of different practices such as decision-making, the roles of explanations, problem-solving, patterning, and the use of play. The focus of the second section in this book deals with teacher change, which is notoriously difficult, even when the teachers themselves are interested in changing their practice. The third section of this book centers on the undercurrents of teaching and learning mathematics, what rises in various situations, causing tensions and inconsistencies. The last section of this book takes a look at emerging themes in affect-related research. In this section, papers discuss attitudes towards assessment.

Precalculus Mathematics in a Nutshell: Geometry, Algebra, Trigonometry - George F. Simmons 2003-01-14

Geometry is a very beautiful subject whose qualities of elegance, order, and certainty have exerted a powerful attraction on the human mind for many centuries. . . Algebra's importance lies in the student's future. . . as essential preparation for the serious study of science, engineering, economics, or for more advanced types of mathematics. . . The primary importance of trigonometry is not in its applications to surveying and navigation, or in making computations about triangles, but rather in the mathematical description of vibrations, rotations, and periodic phenomena of all kinds, including light, sound, alternating currents, and the orbits of the planets around the sun. In this brief, clearly written book, the essentials of geometry, algebra, and trigonometry are pulled together into three complementary and convenient small packages, providing an excellent preview and review for anyone who wishes to prepare to master calculus with a minimum of misunderstanding and wasted time and effort. Students and other readers will find here all they need to pull them through.

Finite Math For Dummies - Mary Jane Sterling 2018-04-06

Use mathematical analysis in the real world Finite math takes everything you've learned in your previous math courses and brings them together into one course with a focus on organizing and analyzing information, creating mathematical models for approaching business decisions, using statistics principles to understand future states, and applying logic to data organization. Finite Math For Dummies tracks to a typical college-level course designed for business, computer science, accounting, and other non-math majors, and is the perfect supplement to help you score high! Organize and analyze information Apply calculation principles to real-world problems Use models for business calculations Supplement your coursework with step-by-step example problems If you're not a math person or just want to brush up on your skills to get a better grade, Finite Math For Dummies is your ticket to scoring higher!

Precalculus - Jay P. Abramson 2014-10-23

"Precalculus is intended for college-level precalculus students. Since precalculus courses vary from one institution to the next, we have attempted to meet the needs of as broad an audience as possible, including all of the content that might be covered in any particular course. The result is a comprehensive book that covers more ground than an instructor could likely cover in a typical one- or two-semester course; but instructors should find, almost without fail, that the topics they wish to include in their syllabus are covered in the text. Many chapters of OpenStax College Precalculus are suitable for other freshman and sophomore math courses such as College Algebra and Trigonometry; however, instructors of those courses might need to supplement or adjust the material. OpenStax will also be releasing College Algebra and Algebra and trigonometry titles tailored to the particular scope, sequence, and pedagogy of those courses."--Preface.
Foundations of Mathematics and Pre-calculus Grade 10 - Alan Appleby 2010

This is a complete resource for the combined Western and Northern Canadian mathematics curriculum. It also provides class examples and assignments so that students can use their time more efficiently.

CK-12 Calculus - CK-12 Foundation 2010-08-15

CK-12 Foundation's Single Variable Calculus FlexBook introduces high school students to the topics covered in the Calculus AB course. Topics include: Limits, Derivatives, and Integration.

Resources for Preparing Middle School Mathematics Teachers - Cheryl Beaver 2013

"Cheryl Beaver, Laurie Burton, Maria Fung, Klay Kruczek, editors"--Cover.

The Complete Idiot's Guide to Precalculus - W. Michael Kelley 2005

A guide to precalculus covers the basics of algebra and trigonometry, with explanations and problems covering such topics as polynomials, functions, oblique triangles, and ellipses and hyperbolas.

Apples - Stanley Fredric Schmidt 2011

"Not just drill-and-kill. Fred has a need for math in his life. No more, 'when am I ever going to need this stuff?'"--Cover verso.

Pre-calculus 12 - Bruce McAskill 2012

Bold Ventures - Raizen 2012-12-06

This book presents comprehensive results from case studies of three innovations in mathematics education that have much to offer toward understanding current reforms in this field. Each chapter tells the story of a case in rich detail, with extensive documentation, and in the voices of many of the participants--the innovators, the teachers, the students. Similarly, Volume 2 of Bold Ventures presents the results from case studies of five innovations in science education. Volume 1 provides a cross-case analysis of all eight innovations. Many U.S. readers certainly will be very familiar with the name of at least one if not all of the mathematics innovations discussed in this volume--for example, the NCTM Standards--and probably with their general substance. Much of the education community's familiarity with these arises from the projects' own dissemination efforts. The research reported in this volume, however, is one of the few detailed studies of these innovations undertaken by researchers outside the projects themselves.

Foundations and Pre-Calculus Mathematics 10 - Garry Davis 2010

Precalculus with Limits - Ron Larson 2010-01-01

With the same design and feature sets as the market leading Precalculus, 8/e, this addition to the Larson Precalculus series provides both students and instructors with sound, consistently structured explanations of the mathematical concepts. Designed for a two-term course, this text contains the features that have made Precalculus a complete solution for both students and instructors: interesting applications, cutting-edge design, and innovative technology combined with an abundance of carefully written exercises. In addition to a brief algebra review and the core precalculus topics, PRECALCULUS WITH LIMITS covers analytic geometry in three dimensions and introduces concepts covered in calculus. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Pre-calculus Demystified, Second Edition - Rhonda Huettenmueller 2012-02-13

Your step-by-step solution to mastering precalculus Understanding precalculus often opens the door to learning more advanced and practical math subjects, and can also help satisfy college requisites. Precalculus Demystified, Second Edition, is your key to mastering this sometimes tricky subject. This self-teaching guide presents general precalculus concepts first, so you'll ease into the basics. You'll gradually master functions, graphs of functions, logarithms, exponents, and more. As you progress, you'll also conquer topics such as absolute value, nonlinear inequalities, inverses, trigonometric functions, and conic sections. Clear, detailed examples make it easy to understand the material, and end-of-chapter quizzes and a final exam help reinforce key ideas. It's a no-brainer! You'll learn about: Linear questions Functions Polynomial division The rational zero theorem Logarithms Matrix arithmetic Basic trigonometry Simple enough for a beginner but challenging enough for an advanced student, Precalculus Demystified, Second Edition, Second Edition, helps you master this essential subject.

Foundations of Mathematics and Pre-calculus - Alan Appleby

This is a complete resource for the combined Western and Northern Canadian mathematics curriculum. It also provides class examples and assignments so that students can use their time more efficiently.