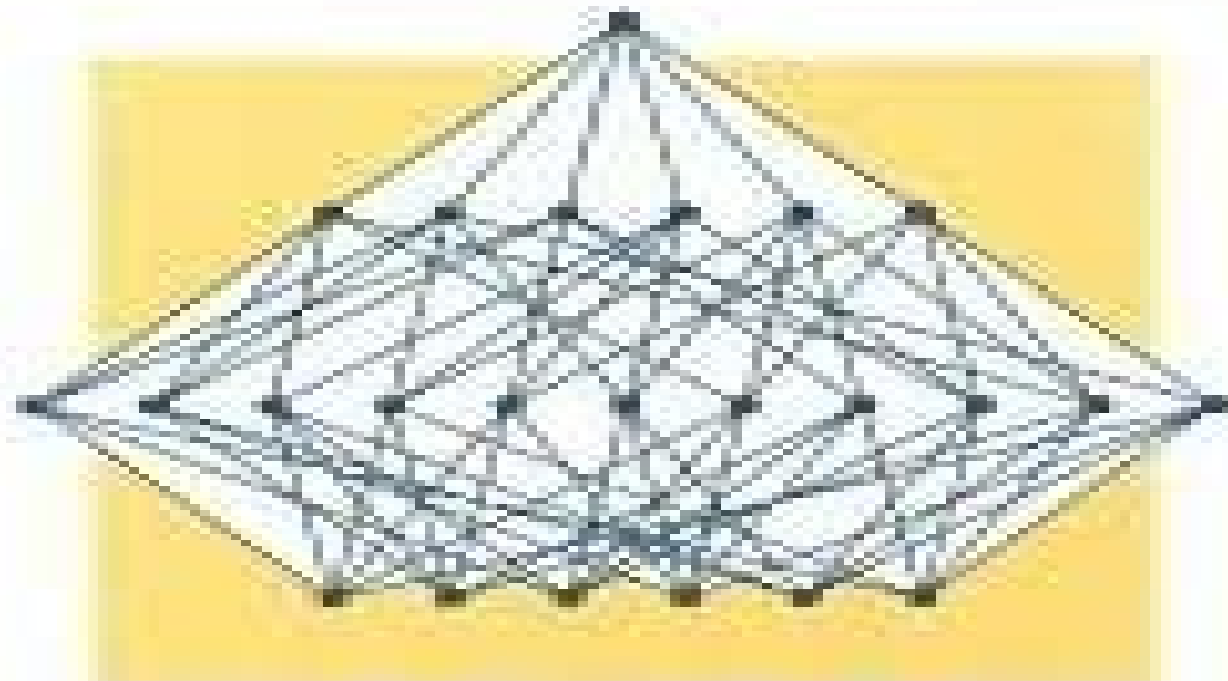


# Symbolic Computation in Undergraduate Mathematics Education



David A. Kirschen, Editor



Mathematics Education

The Mathematical Association of America

# Symbolic Computation In Undergraduate Mathematics Education

**Brian Hopkins**



## **Symbolic Computation In Undergraduate Mathematics Education:**

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cooperation with the Mathematical Association of America

### **Writing in the Teaching and Learning of Mathematics**

John Meier, Thomas Rishel, 1998-09-17 This book examines the hows and whys of writing in mathematics

### **Learning by**

**Discovery** Anita E. Solow, 1993 This book contains 26 laboratory modules for use in coursework or in independent projects

International Handbook of Mathematics Education Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Colette Laborde, 2012-12-06 ALAN J BISHOP Monash University Clayton Victoria Australia RATIONALE Mathematics Education is becoming a well documented field with many books journals and international conferences focusing on a variety of aspects relating to theory research and practice That documentation also reflects the fact that the field has expanded enormously in the last twenty years At the 8th International Congress on Mathematics Education ICME in Seville Spain for example there were 26 specialist Working Groups and 26 special ist Topic Groups as well as a host of other group activities In 1950 the Commission Internationale pour l Etude et l Amelioration de l Enseignement des Mathematiques CIEAEM was formed and twenty years ago another active group the International Group for the Psychology of Mathematics Education PME began at the third ICME at Karlsruhe in 1976 Since then several other specialist groups have been formed and are also active through regular conferences and publications as documented in Edward Jacobsen s Chapter 34 in this volume Advanced Educational Technologies for Mathematics and Science David L. Ferguson, 2013-04-17 This book is the outgrowth of a NATO Advanced Research Workshop held in Milton Keynes United Kingdom in the summer of 1990 The workshop brought together about 30 world leaders in the use of advanced technologies in the teaching of mathematics and science Many of these participants commented that the workshop was one of the more productive and exciting workshops that they had attended It was not uncommon to see participants engaged in informal discussion far into the evenings and early mornings long after formal sessions had ended It is my hope that this book captures the substance and excitement of many of the ideas that were presented at the workshop Indeed the process by which this book has come about has given every opportunity for the best thinking to get reflected here Participants wrote papers prior to the workshop After the workshop participants revised the papers at least once In a few instances three versions of papers were written Some participants could not resist the urge to incorporate descriptions of some of the newer developments in their projects The papers in this book demonstrate how technology is impacting our view of what should be taught what can be taught and how we should go about teaching in the various disciplines As such they offer great insight into the central issues of teaching and learning in a wide range of disciplines and across many grade levels ranging from elementary school through undergraduate college education **Research in Collegiate Mathematics Education** Annie Selden, Ed Dubinsky, 2003 **Teaching Mathematics with Classroom Voting** Kelly Slater Cline, Holly Zullo, 2012 Are you looking for new ways to engage your students Classroom voting can be a powerful way to enliven your classroom by requiring all students to consider a question discuss it with their peers and vote on the answer during class When used in the right way students engage more deeply with

the material and have fun in the process while you get valuable feedback when you see how they voted But what are the best strategies to integrate voting into your lesson plans How do you teach the full curriculum while including these voting events How do you find the right questions for your students This collection includes papers from faculty at institutions across the country teaching a broad range of courses with classroom voting including college algebra precalculus calculus statistics linear algebra differential equations and beyond These faculty share their experiences and explain how they have used classroom voting to engage students to provoke discussions and to improve how they teach mathematics This volume should be of interest to anyone who wants to begin using classroom voting as well as people who are already using it but would like to know what others are doing While the authors are primarily college level faculty many of the papers could also be of interest to high school mathematics teachers Publisher description

**Project Impact - Disseminating Innovation in Undergraduate Education** Ann McNeal, 1998-02 Contains abstracts of innovative projects designed to improve undergraduate education in science mathematics engineering and technology Descriptions are organized by discipline and include projects in astronomy biology chemistry computer science engineering geological sciences mathematics physics and social sciences as well as a selection of interdisciplinary projects Each abstract includes a description of the project published and other instructional materials additional products of the project and information on the principal investigator and participating institutions

**Resources for Teaching Discrete Mathematics** Brian Hopkins, 2009 Hopkins collects the work of 35 instructors who share their innovations and insights about teaching discrete mathematics at the high school and college level The book s 9 classroom tested projects including building a geodesic dome come with student handouts solutions and notes for the instructor The 11 history modules presented draw on original sources such as Pascal s Treatise on the Arithmetical Triangle allowing students to explore topics in their original contexts Three articles address extensions of standard discrete mathematics content Two other articles explore pedagogy specifically related to discrete mathematics courses adapting a group discovery method to larger classes and using logic in encouraging students to construct proofs

**Handbook of International Research in Mathematics Education** Lyn D. English, David Kirshner, 2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new

chapters this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field *The Teaching and Learning of Mathematics at University Level* Derek Holton, 2006-04-11 This book is the final report of the ICMI study on the Teaching and Learning of Mathematics at University Level As such it is one of a number of such studies that ICMI has commissioned The other Study Volumes cover assessment in mathematics education gender equity research in mathematics education the teaching of geometry and history in mathematics education All of these Study Volumes represent a statement of the state of the art in their respective areas We hope that this is also the case for the current Study Volume The current study on university level mathematics was commissioned for essentially four reasons First universities world wide are accepting a much larger and more diverse group of students than has been the case Consequently universities have begun to adopt a role more like that of the school system and less like the elite institutions of the past As a result the educational and pedagogical issues facing universities have changed Second although university student numbers have increased significantly there has not been a corresponding increase in the number of mathematics majors Hence mathematics departments have to be more aware of their students needs in order to retain the students they have and to attract future students As part of this awareness departments of mathematics have to take the teaching and learning of mathematics more seriously than perhaps they have in the past

### **Doing the Scholarship of Teaching and Learning in Mathematics** Jacqueline M. Dewar, Curtis D.

Bennett, 2014-11-03 The Scholarship of Teaching and Learning SoTL movement encourages faculty to view teaching problems as invitations to conduct scholarly investigations In this growing field of inquiry faculty bring their disciplinary knowledge and teaching experience to bear on questions of teaching and learning They systematically gather evidence to develop and support their conclusions The results are to be peer reviewed and made public for others to build on This Notes volume is written expressly for collegiate mathematics faculty who want to know more about conducting scholarly investigations into their teaching and their students learning Envisioned and edited by two mathematics faculty the volume serves as a how to guide for doing SoTL in mathematics *The Mathematics Teacher in the Digital Era* Alison Clark-Wilson, Ornella Robutti, Nathalie Sinclair, 2013-12-08 This volume addresses the key issue of the initial education and lifelong professional learning of teachers of mathematics to enable them to realize the affordances of educational technology for mathematics With invited contributions from leading scholars in the field this volume contains a blend of research articles and descriptive texts In the opening chapter John Mason invites the reader to engage in a number of mathematics tasks that highlight important features of technology mediated mathematical activity This is followed by three main sections An overview of current practices in teachers use of digital technologies in the classroom and explorations of the possibilities for developing more effective practices drawing on a range of research perspectives including grounded theory enactivism and Valsiner's zone theory A set of chapters that share many common constructs such as instrumental orchestration instrumental

distance and double instrumental genesis and research settings that have emerged from the French research community but have also been taken up by other colleagues Meta level considerations of research in the domain by contrasting different approaches and proposing connecting or uniting elements      Applications of Calculus Philip D. Straffin, 1993 This book explains how calculus can be used to explain and analyze many diverse phenomena

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