

# The Laboratory Approach to Teaching Calculus

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L. Carl Leinbach  
Gettysburg College

Joan R. Hundhausen  
Colorado School of Mines

Arnold M. Oetaboe  
Saint Olaf College

Lester J. Senackel  
Mount Holyoke College

Donald B. Small  
Colby College

MAA Notes  
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The Mathematical Association of America

# The Laboratory Approach To Teaching Calculus

**Victor J. Katz**



## **The Laboratory Approach To Teaching Calculus:**

**The Laboratory Approach to Teaching Calculus** L. Carl Leinbach, Joan R. Hundhausen, Arnold M. Ostebee, Lester J. Senechal, Donald B. Small, 1991      **Research in Collegiate Mathematics Education IV** Ed Dubinsky, 2000 This fourth volume of Research in Collegiate Mathematics Education RCME IV reflects the themes of student learning and calculus Included are overviews of calculus reform in France and in the U S and large scale and small scale longitudinal comparisons of students enrolled in first year reform courses and in traditional courses The work continues with detailed studies relating students understanding of calculus and associated topics Direct focus is then placed on instruction and student comprehension of courses other than calculus namely abstract algebra and number theory The volume concludes with a study of a concept that overlaps the areas of focus quantifiers The book clearly reflects the trend towards a growing community of researchers who systematically gather and distill data regarding collegiate mathematics teaching and learning This series is published in cooperation with the Mathematical Association of America      **The Moore Method** Charles Arthur Coppin, W. Ted Mahavier, E. Lee May, Edgar Parker, 2009 The Moore method is a type of instruction used in advanced mathematics courses that moves away from a teacher oriented experience to a learner centered one This book gives an overview of the Moore Method as practiced by the four authors The authors outline six principles they all have as goals elevating students from recipients to creators of knowledge letting students discover the power of their minds believing every student can and will do mathematics allowing students to discover present and debate mathematics carefully matching problems and materials to the students and having the material cover a significant body of knowledge Topics include establishing a classroom culture grading methods materials development and more Appendices include sample tests notes and diaries of individual courses      **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

*Mathematical Writing* Donald E. Knuth, Tracy Larrabee, Paul M. Roberts, 1989 This book will help those wishing to teach a course in technical writing or who wish to write themselves

**Undergraduate Mathematics for the Life Sciences** Glenn Ledder, Jenna P. Carpenter, Timothy D. Comar, 2013 There is a gap between the extensive mathematics background that is beneficial to biologists and the minimal mathematics background biology students acquire in their courses The result is an undergraduate education in biology with very little quantitative content New mathematics courses must be devised with the needs of biology students in mind In this volume authors from a variety of institutions address some of the problems involved in reforming mathematics curricula for biology students The problems are sorted into three themes Models Processes and Directions It is difficult for mathematicians to generate curriculum ideas for the training of biologists so a number of the curriculum models that have been introduced at various institutions comprise the Models section Processes deals with taking that great course and making sure it is institutionalized in both the biology department as a requirement and in the mathematics department as a course that will live on even if the creator of the course is no longer on the faculty Directions looks to the future with each paper laying out a case for pedagogical developments that the authors would like to see

**Revolutions in Differential Equations** Michael J. Kallagher, 1999-11-11 Discusses the direction in which the field of differential equations and its teaching is going

**Resources for Preparing Middle School Mathematics Teachers** Cheryl Beaver, Laurie J. Burton, Maria Gueorguieva Gargova Fung, Klay Kruczek, 2013 Cheryl Beaver Laurie Burton Maria Fung Klay Kruczek editors Cover

**Using History to Teach Mathematics** Victor J. Katz, 2000-09-21 This volume examines how the history of mathematics can find application in the teaching of mathematics itself

*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

**Vita Mathematica** Ronald Calinger, 1996 Enables teachers to learn the history of mathematics and then incorporate it in undergraduate teaching

**Current Practices in Quantitative Literacy** Rick Gillman, 2006 Presents a wide sampling of efforts being made on campuses across the country to achieve our common goal of having a quantitatively literate citizenry

*Geometry Turned On* James King, Doris Schattschneider, 1997-10-30 Articles about the uses of active exploratory geometry carried out with interactive computer software

Fractals, Graphics, and Mathematics Education Michael Frame, Benoit Mandelbrot, 2002-06-20 Publisher Description

**Geometry at Work** Catherine A. Gorini, 2000-10-12 An examination of symmetry for the interested layman

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

*How Humans Learn to Think Mathematically* David Tall, 2013-09-02 How Humans Learn to Think Mathematically describes the development of mathematical thinking from the young child to the sophisticated adult Professor David Tall reveals the reasons why mathematical concepts that make sense in one context may become problematic in another For example a child's experience of whole number arithmetic successively affects subsequent understanding of fractions negative numbers algebra and the introduction of definitions and proof Tall's explanations for these developments are accessible to a general audience while encouraging specialists to relate their areas of expertise to the full range of mathematical thinking The book offers a comprehensive framework for understanding mathematical growth from practical beginnings through theoretical developments to the continuing evolution of mathematical thinking at the highest level

*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

*Mathematical Time Capsules* Dick Jardine, Amy Shell-Gellasch, 2011 Mathematical Time Capsules offers teachers historical modules for immediate use in the mathematics classroom Readers will find articles and activities from mathematics history that enhance the learning of topics covered in the undergraduate or secondary mathematics curricula Each capsule presents at least one topic or a historical thread that can be used throughout a course The capsules were written by experienced practitioners to provide teachers with historical background and classroom activities designed for immediate use in the classroom along with further references and resources on the chapter subject Publisher description

*The Beauty of Fractals* Denny Gulick, Jon Scott, 2010 The Beauty of Fractals includes six essays related to fractals with perspectives different enough to give you a taste of the breadth of the subject Each essay is self contained and expository Moreover each of the essays is intended to be accessible to a broad audience that includes college teachers high school teachers advanced undergraduate students and others who wish to learn or teach about topics

in fractals that are not regularly in textbooks on fractals

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