

Nancy Baxter
Ed Dubinsky
Gary Levin

Learning Discrete Mathematics with ISETL



Springer-Verlag

Learning Discrete Mathematics With Isetl

Lewis Lum



Learning Discrete Mathematics With Isetl:

Learning Discrete Mathematics with ISETL Nancy Baxter, Edward Dubinsky, Gary Levin, 1988-11-21 The title of this book Learning Discrete Mathematics with ISETL raises two issues We have chosen the word Learning rather than Teaching because we think that what the student does in order to learn is much more important than what the professor does in order to teach Academia is filled with outstanding mathematics teachers excellent expositors good organizers hard workers men and women who have a deep understanding of Mathematics and its applications Yet when it comes to ideas in Mathematics our students do not seem to be learning It may be that something more is needed and we have tried to construct a book that might provide a different kind of help to the student in acquiring some of the fundamental concepts of Mathematics In a number of ways we have made choices that seem to us to be the best for learning even if they don't always completely agree with standard teaching practice A second issue concerns students writing programs ISETL is a programming language and by the phrase with ISETL in the title we mean that our intention is for students to write code think about what they have written predict its results and run their programs to check their predictions There is a trade off here On the one hand it can be argued that students active involvement with constructing Mathematics for themselves and solving problems is essential to understanding concepts

Learning Discrete Mathematics with ISETL Nancy Baxter, Edward Dubinsky, Gary Levin, 2012-12-06 The title of this book Learning Discrete Mathematics with ISETL raises two issues We have chosen the word Learning rather than Teaching because we think that what the student does in order to learn is much more important than what the professor does in order to teach Academia is filled with outstanding mathematics teachers excellent expositors good organizers hard workers men and women who have a deep understanding of Mathematics and its applications Yet when it comes to ideas in Mathematics our students do not seem to be learning It may be that something more is needed and we have tried to construct a book that might provide a different kind of help to the student in acquiring some of the fundamental concepts of Mathematics In a number of ways we have made choices that seem to us to be the best for learning even if they don't always completely agree with standard teaching practice A second issue concerns students writing programs ISETL is a programming language and by the phrase with ISETL in the title we mean that our intention is for students to write code think about what they have written predict its results and run their programs to check their predictions There is a trade off here On the one hand it can be argued that students active involvement with constructing Mathematics for themselves and solving problems is essential to understanding concepts

Learning Discrete Mathematics with Isetl Nancy Baxter, Edward Dubinsky, Gary Levin, 1988-11-21

Introduction to Discrete Mathematics with ISETL William E. Fenton, Ed Dubinsky, 2012-12-06 Intended for first or second year undergraduates this introduction to discrete mathematics covers the usual topics of such a course but applies constructivist principles that promote indeed require active participation by the student Working with the programming language ISETL whose syntax is close to that of standard mathematical

language the student constructs the concepts in her or his mind as a result of constructing them on the computer in the syntax of ISETL This dramatically different approach allows students to attempt to discover concepts in a Socratic dialog with the computer The discussion avoids the formal definition theorem approach and promotes active involvement by the reader by its questioning style An instructor using this text can expect a lively class whose students develop a deep conceptual understanding rather than simply manipulative skills Topics covered in this book include the propositional calculus operations on sets basic counting methods predicate calculus relations graphs functions and mathematical induction

Discrete Mathematics in the Schools Joseph G. Rosenstein, This book provides teachers of all levels with a great deal of valuable material to help them introduce discrete mathematics into their classrooms *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

Combinatorics Peter J. Cameron, 1994-10-06 Combinatorics is a subject of increasing importance owing to its links with computer science statistics and algebra This is a textbook aimed at second year undergraduates to beginning graduates It stresses common techniques such as generating functions and recursive construction which underlie the great variety of subject matter and also stresses the fact that a constructive or algorithmic proof is more valuable than an existence proof The book is divided into two parts the second at a higher level and with a wider range than the first Historical notes are included which give a wider perspective on the subject More advanced topics are given as projects and there are a number of exercises some with solutions given *APOS Theory* Ilana Arnon, Jim Cottrill, Ed Dubinsky, Asuman Oktaç, Solange Roa Fuentes, Maria Trigueros, Kirk Weller, 2013-08-04 In spite of the fact that APOS Theory has been used extensively in numerous scholarly publications in the design of textbooks and in teaching practice there is no single references that contains all the

relevant information about its components and provides guidance about its application The goal of this book is to present the main elements of APOS theory It should be useful for researchers who work with or would like to learn more about this theoretical approach people who are interested in the way which mathematical conceptions are constructed according to this theory Mathematics Education researchers graduate students in Mathematics Education and Mathematics instructors

Computational Experiment Approach to Advanced Secondary Mathematics Curriculum Sergei Abramovich, 2014-05-08

This book promotes the experimental mathematics approach in the context of secondary mathematics curriculum by exploring mathematical models depending on parameters that were typically considered advanced in the pre digital education era This approach by drawing on the power of computers to perform numerical computations and graphical constructions stimulates formal learning of mathematics through making sense of a computational experiment It allows one in the spirit of Freudenthal to bridge serious mathematical content and contemporary teaching practice In other words the notion of teaching experiment can be extended to include a true mathematical experiment When used appropriately the approach creates conditions for collateral learning in the spirit of Dewey to occur including the development of skills important for engineering applications of mathematics In the context of a mathematics teacher education program the book addresses a call for the preparation of teachers capable of utilizing modern technology tools for the modeling based teaching of mathematics with a focus on methods conducive to the improvement of the whole STEM education at the secondary level By the same token using the book s pedagogy and its mathematical content in a pre college classroom can assist teachers in introducing students to the ideas that develop the foundation of engineering profession

Combinatorics Peter Jephson Cameron, 1994-10-06 Combinatorics is a subject of increasing importance because of its links with computer science statistics and algebra This textbook stresses common techniques such as generating functions and recursive construction that underlie the great variety of subject matter and the fact that a constructive or algorithmic proof is more valuable than an existence proof The author emphasizes techniques as well as topics and includes many algorithms described in simple terms The text should provide essential background for students in all parts of discrete mathematics

How to Teach Mathematics Steven G. Krantz, 2015-10-07 This third edition is a lively and provocative tract on how to teach mathematics in today s new world of online learning tools and innovative teaching devices The author guides the reader through the joys and pitfalls of interacting with modern undergraduates telling you very explicitly what to do and what not to do This third edition has been streamlined from the second edition but still includes the nuts and bolts of good teaching discussing material related to new developments in teaching methodology and technique as well as adding an entire new chapter on online teaching methods

Transputer and Occam Developments World Occam and Transputer User Group. Technical Meeting, 1995 This volume contains papers presented at the 18th meeting of the World Occam and Transputer User Group Wotug The papers cover a wide range of transputer and OCCAM related topics such as the the porting and development of

the OCCAM language highlighting the need for cross platform implementations of OCCAM compilers design approaches and applications The Future of the Teaching and Learning of Algebra Kaye Stacey,Helen Chick,Margaret Kendal,2006-04-11 Kaye Stacey Helen Chick and Margaret Kendal The University of Melbourne Australia Abstract This section reports on the organisation procedures and publications of the ICMI Study The Future of the Teaching and Learning of Algebra Key words Study Conference organisation procedures publications The International Commission on Mathematical Instruction ICMI has since the 1980s conducted a series of studies into topics of particular significance to the theory and practice of contemporary mathematics education Each ICMI Study involves an international seminar the Study Conference and culminates in a published volume intended to promote and assist discussion and action at the international national regional and institutional levels The ICMI Study running from 2000 to 2004 was on The Future of the Teaching and Learning of Algebra and its Study Conference was held at The University of Melbourne Australia from December to 2001 It was the first study held in the Southern Hemisphere There are several reasons why the future of the teaching and learning of algebra was a timely focus at the beginning of the twenty first century The strong research base developed over recent decades enabled us to take stock of what has been achieved and also to look forward to what should be done and what might be achieved in the future In addition trends evident over recent years have intensified Those particularly affecting school mathematics are the massification of education continuing in some countries whilst beginning in others and the advance of technology

Proceedings of the Conference on Technology in Collegiate Mathematics Franklin D. Demana,1991 **Research in Collegiate Mathematics Education** Annie Selden,Ed Dubinsky,2003 Mathematical Reviews ,1990 **Proceedings of the Fourth Annual International Conference on Technology in Collegiate Mathematics, Portland State University, Department of Mathematics, Portland, Oregon, November 15-17, 1991** Lewis Lum,1993 **MAA Notes** ,1983
Notices of the American Mathematical Society American Mathematical Society,1993 **For the Learning of Mathematics** ,1991

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