

Homework (May 10th & 11th) due 12th November

1. Show that the following sets of functions are linearly independent. Use the Wronskian.
 $\{e^{2x}, e^{3x}, e^{4x}\}$ and $\{e^{2x}, e^{3x}, e^{5x}\}$

2. $\{f_1(x), f_2(x), f_3(x), f_4(x)\}$: show that each function above is linearly independent.

3. $\{f_1(x), f_2(x), f_3(x), f_4(x)\}$: show that each subset of three functions are linearly independent.

4. In problems 1-3, each 3-subset of the functions is linearly independent. Is it linearly independent?

a. $y = 2 + e^{2x}$

b. $y = 2 + e^{3x}$

c. $y = \sqrt{2x+1} + e^{2x}$

d. $y = \sqrt{2x+1} + e^{3x}$

5. In terms of functions of x , find each linearly independent subset of $\{a, b, c, d\}$.

a. $y = 2 + e^{2x}$ or $y = e^{2x}$

b. $y = 2 + e^{3x}$ or $y = e^{3x}$

c. $y = \sqrt{2x+1} + e^{2x}$ or $y = e^{2x}$

d. $y = \sqrt{2x+1} + e^{3x}$ or $y = e^{3x}$

6. $y = 2 + \sqrt{2x+1}$ or $y = \sqrt{2x+1}$

Homework : $y(x) = e^{2x} + e^{3x}$ is a sol. write the general sol.

a. $y(x) = 0$

b. $y(x) = e^{2x} + e^{3x} + 0.001$

c. $y(x) = 0.001$

d. $y(x) = e^{2x}$

e. $y(x) = 0.001$

a. $y(x) = 0$

b. $y(x) = e^{2x} + e^{3x} + 0.001$

c. $y(x) = 0.001$

d. $y(x) = e^{2x}$

e. $y(x) = 0.001$ is not a solution because the sum of all sol. is 0.001.

a. $y(x) = 0$

b. $y(x) = e^{2x} + e^{3x} + \sqrt{2x+1} + 0.001$

c. $y(x) = \sqrt{2x+1} + 0.001$ is not a sol. because $y(0) = 0.001$

d. $y(x) = e^{2x} + 0.001$ is not a sol.

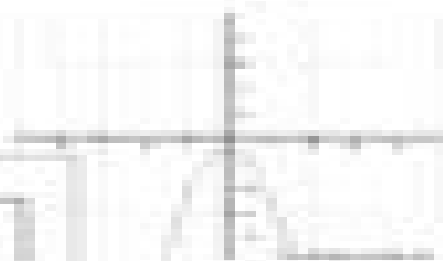
e. $y(x) = e^{2x} + \sqrt{2x+1} + 0.001$ is not a sol.

In problems 1-3, verify that the functions each satisfy all the conditions. (Answer: sometimes no, sometimes yes)

1. $y(x) = e^{2x} + e^{3x}$

Homework : $y(x) = 0$

Range : $y(x) = 0$



a. $y(x) = \frac{2}{\sqrt{2x+1}}$

Homework : $y(x) = \sqrt{2x+1}$

Range : $y(x) = 0$

b. $y(x) = e^{2x} + e^{3x} + 0.001$



Exeter Math Answers

William Ricketts Cooper



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Answers to Your Biggest Questions About Teaching Secondary Math Frederick L. Dillon, Ayanna D. Perry, Andrea Cheng, Jennifer Outzs, 2022-03-22 Let's face it teaching secondary math can be hard. So much about how we teach math today may look and feel different from how we learned it. Teaching math in a student-centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking. Most importantly, we must ensure our practice gives each and every student the opportunity to learn, grow, and achieve at high levels while providing opportunities to develop their agency and authority in the classroom, which results in a positive math identity. Whether you are a brand new teacher or a veteran, if you find teaching math to be quite the challenge, this is the guide you want by your side. Designed for just-in-time learning and support, this practical resource gives you brief, actionable answers to your most pressing questions about teaching secondary math. Written by four experienced math educators representing diverse experiences, these authors offer the practical advice they wish they received years ago from lessons they've learned over decades of practice, research, coaching, and through collaborating with teams, teachers, and colleagues, especially new teachers every day. Questions and answers are organized into five areas of effort that will help you most thrive in your secondary math classroom: How do I build a positive math community? How do I structure, organize, and manage my math class? How do I engage my students in math? How do I help my students talk about math? How do I know what my students know and move them forward? Woven throughout, you'll find helpful sidebar notes on fostering identity and agency, access and equity, teaching in different settings, and invaluable resources for deeper learning. The final question, Where do I go from here, offers guidance for growing your practice over time. Strive to become the best math educator you can be; your students are counting on it. What will be your first step on the journey?

It Takes a School Jonathan Starr, 2017-02-07 A story of David and Goliath proportions: how an American hedge fund manager created a unique school in Somaliland whose students, against all odds, have come to achieve success beyond anyone's wildest dreams. Jonathan Starr, once a cutthroat hedge fund manager, is not your traditional do-gooder, and in 2009, when he decided to found Abaarso, a secondary school in Somaliland, the choice seemed crazy to even his closest friends. Why, they wondered, would he turn down a life of relative luxury to relocate to an armed compound in a breakaway region of the world's 1st failed state? To achieve his mission, Starr would have to overcome profound cultural differences, broken promises, and threats to his safety and that of his staff. *It Takes a School* is the story of how an abstract vision became a transformative reality as Starr set out to build a school in a place forgotten by the world. It is the story of a skeptical and clan-based society learning to give way to trust. And it's the story of the students themselves, including a boy from a family of nomads who took off on his own in search of an education and a girl who waged a hunger strike in order to convince her strict parents to send her to Abaarso. Abaarso has placed forty graduates and counting in American universities, from Harvard to MIT, and sends Somaliland a clear message: its children can compete with anyone in the world. Now the

initial question Starr was asked demands another If such a success can happen in an unrecognized breakaway region of Somalia can it not happen anywhere *The Mathematics Teacher*, 2006 **Primary Mathematics Across the Curriculum** Alice Hansen, Diane Vaukins, 2012-05-23 This book supports trainee teachers working towards primary QTS in teaching primary mathematics across all areas of the curriculum This Second Edition is linked to the 2012 Teachers Standards Focused on teaching a more integrated and inclusive curriculum the text draws out meaningful cross curricular links and embraces the latest thinking and current good practice in mathematics teaching It begins with a section on teaching mathematics covering all strands of the curriculum and goes on to offer guidance on the use and application of mathematics more generally across subjects A chapter on using mathematics to enhance learning highlights the importance of being able to use mathematics effectively in other aspects of the teacher's role Interactive activities and case studies link theory to practice and encourage the reader to rethink how mathematics is taught in primary schools About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links **Primary Mathematics Across the Curriculum** Diane Vaukins, Alice Hansen, 2011-06-21 This book supports trainee teachers working towards primary QTS in how to teach primary mathematics across all areas of the curriculum Focused on teaching a more integrated and inclusive curriculum the text draws out meaningful cross curricular links and embraces the latest thinking and current good practice It begins with a section on teaching mathematics covering the strands of the curriculum and goes on to offer guidance on the use and application of mathematics more generally across subjects The effective use of data is examined as is using mathematics to enhance learning and case studies and activities are included throughout *Becoming a Successful Teacher of Mathematics* Howard Tanner, Sonia Jones, 2003-09-01 *Becoming a Successful Teacher of Maths* is a practical guide for newly qualified teachers of secondary mathematics It develops the essential core knowledge skills and understanding demanded by the new DfEE requirements for courses of initial teacher training It is based on research findings relating to the organisation and management of maths classrooms teaching approaches assessment and the common misconceptions which often hinder pupils progress in key areas of the National Curriculum Theoretical principles are exemplified through case study material Suggestions for school based activities are made While being a practical how to guide for beginning teachers it also offers critical insights for more experienced teachers reflecting on their practice **The Sociology of Mathematics Education** Paul Dowling, 2002-11-01 Until the 1960s maths was studied as an academic subject in a desire to have more mathematicians The current trend however has moved away from viewing maths as a purely intellectual endeavour and towards developing a more mathematically competent workforce and citizenry This trend has seen a large increase in the number of maths schemes being produced by the major educational publishers which attempt to

make maths easier and more approachable by using language instead of symbols So why do so many children still fail at maths The author contends that to understand this teachers need to analyze and evaluate the maths textbooks they are currently using The author shows the reader how to systematically analyze and evaluate these textbooks This interrogation of classroom resources should have important implications for teaching strategies and for textbook design and use

Authentic Learning Activities: Patterns, Functions & Algebra Brendan Kelly,2000 **Developing Numeracy in the Secondary School** Howard Tanner,Sonia Jones,Alyson Davies,2020-03-26 As the National Numeracy Strategy NNS extends into secondary schools this book for trainee and practicing mathematics teachers provides practical guidance on developing effective strategies for the teaching of numeracy at KS3 and 4 based on the DfEE requirements The teaching and learning approaches suggested in the NNS are analyzed and explained using case study examples from secondary schools Many of these ideas were developed by teacher inquiry groups in the Raising Standards in Numeracy project The book includes examples of pupils work lesson plans and pupil activities ideas for using ICT to enhance mathematics teacher guidance on both teaching and assessment and ideas for developing numeracy across the curriculum This book offers an introduction to the subject of numeracy accompanied by lesson ideas and practical guidance It will prove a valuable resource for all trainee and new mathematics teachers The Pall Mall Budget ,1886 *Mathematize It! [Grades 3-5]* Sara Delano Moore,Kimberly Morrow-Leong,Linda M. Gojak,2019-09-04 The list of math books to truly synthesize what we know so far and what we need to know is a very short and exclusive list Well you can confidently add Mathematize It to this collection Written by three of the most respected math educators today the book zeros in on that often poorly traveled journey between the question and answer in problem solving Mathematize It will be your go to resource to install the mathematical play revolution in elementary classes everywhere Suni Singh Author of Pi of Life the Hidden Happiness of Mathematics and Math Recess Playful Learning in an Age of Disruption Help students reveal the math behind the words I don t get what I m supposed to do This is a common refrain from students when asked to solve word problems Solving problems is about more than computation Students must understand the mathematics of a situation to know what computation will lead to an appropriate solution Many students often pluck numbers from the problem and plug them into an equation using the first operation they can think of or the last one they practiced Students also tend to choose an operation by solely relying on key words that they believe will help them arrive at an answer which without careful consideration of what the problem is actually asking of them Mathematize It Going Beyond Key Words to Make Sense of Word Problems Grades 3 5 shares a reasoning approach that helps students dig into the problem to uncover the underlying mathematics deeply consider the problem s context and employ strong operation sense to solve it Through the process of mathematizing the authors provide an explanation of a consistent method and specific instructional strategies to take the initial focus off specific numbers and computations and put it on the actions and relationships expressed in the problem Sure to enhance teachers own operation

sense this user friendly resource for Grades 3 5 Offers a systematic mathematizing process for students to use when solving word problems Gives practice opportunities and dozens of problems to leverage in the classroom Provides specific examples of questions and explorations for all four operations addition subtraction multiplication and division with whole numbers fractions and decimals Demonstrates the use of concrete manipulatives to model problems with dozens of short videos Includes end of chapter activities and reflection questions How can you help your students understand what is happening mathematically when solving word problems Mathematize it *The Resurrection of Assyria* William Ricketts Cooper,1875

Mathematize It! [Grades K-2] Kimberly Morrow-Leong,Sara Delano Moore,Linda M. Gojak,2020-04-23 This book is a must have for anyone who has faced the challenge of teaching problem solving The ideas to be learned are supported with a noticeably rich collection of classroom ready problems examples of student thinking and videos Problem solving is at the center of learning and doing mathematics And so Mathematize It should be at the center of every teacher s collection of instructional resources John SanGiovanni Coordinator Elementary Mathematics Howard County Public School System Ellicott City MD Help students reveal the math behind the words I don t get what I m supposed to do This is a common refrain from students when asked to solve word problems Solving problems is about more than computation Students must understand the mathematics of a situation to know what computation will lead to an appropriate solution Many students often pluck numbers from the problem and plug them into an equation using the first operation they can think of or the last one they practiced Students also tend to choose an operation by solely relying on key words that they believe will help them arrive at an answer which without careful consideration of what the problem is actually asking of them Mathematize It Going Beyond Key Words to Make Sense of Word Problems Grades K 2 shares a reasoning approach that helps students dig into the problem to uncover the underlying mathematics deeply consider the problem s context and employ strong operation sense to solve it Through the process of mathematizing the authors provide an explanation of a consistent method and specific instructional strategies to take the initial focus off specific numbers and computations and put it on the actions and relationships expressed in the problem Sure to enhance teachers own operation sense this user friendly resource for Grades K 2 Offers a systematic mathematizing process for students to use when solving word problems Gives practice opportunities and dozens of problems to leverage in the classroom Provides specific examples of questions and explorations for addition and subtraction of whole numbers as well as early thinking for multiplication and division Demonstrates the use of concrete manipulatives to model problems with dozens of short videos Includes end of chapter activities and reflection questions How can you help your students understand what is happening mathematically when solving word problems Mathematize it

Euromath Bulletin ,1996-06 **The Routledge International Handbook of Creative Learning** Julian Sefton-Green,Pat Thomson,Ken Jones,Liora Bresler,2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world

that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people s potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning

For the Learning of Mathematics ,2008

Transformation - A Fundamental Idea of Mathematics

Education Sebastian Rezat,Mathias Hattermann,Andrea Peter-Koop,2013-12-13 The diversity of research domains and theories in the field of mathematics education has been a permanent subject of discussions from the origins of the discipline up to the present On the one hand the diversity is regarded as a resource for rich scientific development on the other hand it gives rise to the often repeated criticism of the discipline s lack of focus and identity As one way of focusing on core issues of the discipline the book seeks to open up a discussion about fundamental ideas in the field of mathematics education that permeate different research domains and perspectives The book addresses transformation as one fundamental idea in mathematics education and examines it from different perspectives Transformations are related to knowledge related to signs and representations of mathematics related to concepts and ideas and related to instruments for the learning of mathematics The book seeks to answer the following questions What do we know about transformations in the different domains What kinds of transformations are crucial How is transformation in each case conceptualized

Mentoring In

Mathematics Teaching Barbara Jaworski,Anne Watson,2014-01-21 The arena in which the preparation of student teachers for the teaching of mathematics takes place is shifting its foundations and moving its boundaries The whole basis of teacher education at secondary level is in flux with a move towards teacher education programmes which are largely school based Increasingly there is seen to be an important role for the school teacher who acts as mentor to the student teacher in some relationship with a tutor from the initial training i nstitution Teachers who are being encouraged to take on the mentoring role need preparation for its demands and teacher education courses need increasingly to make provision for the education and support of mentors The purpose of this book is to discuss the mentoring process to provide ideas and to highlight issues It provides both practical help and guidance and a philosophical consideration of the development of mathematics teachers and teaching

Mind Expanding: Teaching For Thinking And Creativity In Primary Education Wegerif, Rupert,2010-08-01

There is considerable interest in education around the world in flexible thinking and learning skills but very little consensus as to the nature of these skills and how best to promote them in schools This book puts forward a clear and practical framework for understanding thinking creativity and learning to learn as the fruits of engagement in dialogue It also outlines in detail how this framework can be applied to teaching across the curriculum at both primary and secondary level drawing on the best practices associated with the teaching thinking creativity and learning to learn movements explaining their success in terms of dialogic theory In particular the book incorporates aspects of a number of thinking skills approaches such as Lipman s Philosophy for Children approach as well as features of contemporary innovations in education such as assessment for learning and the development of creativity Each chapter opens with a vignette to set the scene and continue into a light and popularly written exposition of theory before moving on to a description of practice and concluding with practical guidelines for how to teach for thinking and creativity in schools and classrooms The first six chapters in the book have more of a focus on developing core theoretical themes and the following six chapters in the second half of the book focus more on practice led themes The relationship between theory and practice is treated as flexible and dynamic theory being developed by practice as much as practice implementing theory

Elements of the Differential Calculus with Examples and Applications William Elwood Byerly, 1891

Decoding **Exeter Math Answers**: Revealing the Captivating Potential of Verbal Expression

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 first hand the special skills the dedication commitment and ultimately the achievements of those of your colleagues who
 freely give of their time in the management of your golf and social activities each of the members

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