



IB Math Exploration

You will be answering these questions and turning them in to me:

- Here's my general topic:
- Here's what I want to do with that topic:
- Here's the math I want to incorporate:

Key Dates:

- Exploration Introduction – Monday, Dec. 8th
- In the Computer Lab to Explore Ideas – Wednesday, Dec. 10th
- **Answers to 3 questions from above – DUE Wednesday, Dec. 17th (5 points)**
- Go through sample papers and grading – Monday, Jan. 5th
- In the LMC to Research Topic – ?
- **Outline of Exploration – DUE Wednesday, Jan. 14th (10 points)**
- **Rough Draft of Exploration – DUE Friday, Jan. 30th (25 points)**
- Mr. Peterson meets with students about first draft – Week of Feb. 9th
- **Completed Exploration – DUE Friday, Feb. 27th (100 points)**
 - **You will be submitting this to Turnitin.com and giving me a paper copy.**

Grading:

- Each part must be turned in at the start of class that day.
- If a part is turned in late (including to turnitin.com), there is a 10% reduction of the grade for that assignment for each day it is not turned in.

FAQ:

What is the difference between a mathematical exploration and an extended essay in mathematics?

The criteria are completely different. It is intended that the exploration is to be a much less extensive piece of work than a mathematics extended essay. The intention is for students to "explore" an idea rather than have to do the formal research demanded in an extended essay.

How long should it be?

It is difficult to be prescriptive about mathematical writing. However, the Mathematics SL guide states that 6–12 pages should be appropriate. A common failing of mathematical writing is excessive repetition, and this should be avoided, as such explorations will be penalized for lack of conciseness. However, it is recognized that some explorations will require the use of several diagrams, which may extend them beyond the page limit.

How long should it take?

It is difficult to give a single answer. However, the guideline of 10 hours class time with approximately the same amount of time outside class should suffice for students to develop their ideas and complete the exploration.

Ib Exploration Math Examples

Marc Abrioux, Jill Rutherford



Ib Exploration Math Examples:

Exploring Mathematics with CAS Assistance Lydia S. Novozhilova, Robert D. Dolan, 2022-11-08 Exploring Mathematics with CAS Assistance is designed as a textbook for an innovative mathematics major course in using a computer algebra system CAS to investigate explore and apply mathematical ideas and techniques in problem solving The book is designed modularly with student investigations and projects in number theory geometry algebra single variable calculus and probability The goal is to provoke an inquiry mindset in students and to arm them with the CAS tools to investigate low entry open ended questions in a variety of mathematical arenas Because of the modular design the individual chapters could also be used selectively to design student projects in a number of upper division mathematics courses These projects could in fact lead into undergraduate research projects The existence of powerful computer algebra systems has changed the way mathematicians perform research this book enables instructors to put some of those new methods and approaches into their undergraduate instruction Prerequisites include a basic working knowledge of discrete mathematics and single variable calculus Programming experience and some basic familiarity with elementary probability and statistics are beneficial but not required The book takes a software agnostic approach and emphasizes algorithmic structure of solution methods by systematically providing their step by step verbal descriptions or suitable pseudocode that can be implemented in any CAS Here is a possible addition to the book description about this new information The code templates for the labs from the book are now available on the github an AI powered developer platform for sharing codes A user can find the Jupyter Notebooks with the labs in the repository https://github.com/LidaUrazhdina/LabTemplates_for_Math_with_CAS Here is a possible addition to the book description about this new information The code templates for the labs from the book are now available on the github an AI powered developer platform for sharing codes A user can find the Jupyter Notebooks with the labs in the repository https://github.com/LidaUrazhdina/LabTemplates_for_Math_with_CAS *Exploring Mathematics* Craig Johnson, 2014-08 Exploring Mathematics Investigations with Functions is intended for a one or two term course in mathematics for college students majoring in the social sciences English history music art education or any of the other majors within liberal arts The mathematics course of this scope with an algebra prerequisite is a popular selection for liberal arts students This 9 chapter textbook offers modern applications of mathematics in the liberal arts as well as aesthetic features of this rich facet of history and ongoing advancement of human society With a central theme around the use of the concept of functions and the inclusion of unique topics and chapters Exploring Mathematics enables students to explore the next level of mathematics It attempts to answer the questions How does mathematics help us to better our society and understand the world around us and What are some of the unifying ideas of mathematics The central theme helps to impress upon the student the feeling that mathematics is more than a disconnected potpourri of rules and tricks Although it would be inappropriate to force a functional connection in every single section the theme is used whenever possible to provide

conceptual bridges between chapters Developing the concept of a function augments the presentation of many topics in every chapter The Text s Objectives The author chose the topics based on meeting the specific NCTM curriculum standards to 1 Strengthen estimation and computational skills 2 Utilize algebraic concepts 3 Emphasize problem solving and reasoning 4 Emphasize pattern and relationship recognition 5 Highlight importance of units in measurement 6 Highlight importance of the notion of a mathematical function 7 Display mathematical connections to other disciplines

Exploring Issues of Continuity: The International Baccalaureate in a wider context Jeff Thompson, Mary Hayden, 2013-09-09 Exploring Issues of Continuity The IB in a wider context examines continuity across the IB programmes and more widely across the sphere of international education

Introducing the IB Diploma Programme Marc Abrioux, Jill Rutherford, 2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time effort and money in order to become authorised This manual is a resource for schools already offering the diploma as well as for prospective diploma schools

Explorations 1 in Math Betty Coombs, 1993 [A Problem Solving Approach to Mathematics for Elementary School Teachers](#) Rick Billstein, 1997 Sixth ed also published under title [A problem solving approach to mathematics](#) Includes bibliographical references and index [17th International Geochemical Exploration Symposium "Exploring the Tropics"](#) Kaylene S. Camuti, 1995

Teaching Children Mathematics, 2000 **Pedagogy in a New Tonality** Peter Gouzouasis, 2011 This is a book for teachers by teachers from elementary school to university level classrooms It is about the use of creative instructional strategies in K 12 class room settings and the transformations the teachers made in their journeys from being traditional practitioners to becoming pedagogical in their approaches to teaching and learning across the curriculum Over twenty teachers conducted research in their classrooms on the implementation of creative strategies tactics graphics organizers and visual journals in teaching and learning They have written their inquiries in a narrative style informed by various forms of arts based educational research Their research is approachable and usable by other teachers who are interested in becoming reflective reflexive practitioners Many of the strategies tactics and graphics organizers are described by Barrie Bennett in his widely used textbook *Beyond Monet The Artful Science of Instructional Intelligence* However through their journeys of becoming teacher learner researchers many discovered numerous creative variations of Bennett s work as it was implemented in their classrooms While there are many professional books that provide ideas on collaborative learning and creative teaching approaches there is very little published research on the efficacy of these concepts in the K 12 classroom These inquiries provide practical insights into how inspired teachers can conduct research on improving their own practice as well as on greatly improving their students learning

Mathematical Chronicle, 1985 *Applied Mathematics for Business, Economics, Life Sciences, and Social Sciences* Raymond A. Barnett, Michael R. Ziegler, Karl E. Byleen, 2000 Written in a student friendly format this text prepares students to understand finite mathematics and calculus used in a wide range of disciplines Covering relevant topics from finance linear algebra

programming and probability the Seventh Edition places emphasis on computational skills ideas and problem solving Other highlights include a rich variety of applications and integration of graphing calculators **The 1986 Educational Software Preview Guide** California. State Department of Education,1986 *Mathematics* ,1991 **Finite Mathematics for Business, Economics, Life Sciences, and Social Sciences** Raymond A. Barnett,Michael R. Ziegler,Karl E. Byleen,1999 This text contains examples and exercises illustrating the use of regression techniques to analyze real data Graphing calculator and spreadsheets output is included **R.R. Bowker's Software for Schools** ,1987 **For the Learning of Mathematics** ,1994 *Cambridge University Guide to Courses* ,2002 Making the Connection Marilyn Paula Carlson,Chris Rasmussen,2008 The chapters in this volume convey insights from mathematics education research that have direct implications for anyone interested in improving teaching and learning in undergraduate mathematics This synthesis of research on learning and teaching mathematics provides relevant information for any math department or individual faculty member who is working to improve introductory proof courses the longitudinal coherence of precalculus through differential equations students mathematical thinking and problem solving abilities and students understanding of fundamental ideas such as variable and rate of change Other chapters include information about programs that have been successful in supporting students continued study of mathematics The authors provide many examples and ideas to help the reader infuse the knowledge from mathematics education research into mathematics teaching practice University mathematicians and community college faculty spend much of their time engaged in work to improve their teaching Frequently they are left to their own experiences and informal conversations with colleagues to develop new approaches to support student learning and their continuation in mathematics Over the past 30 years research in undergraduate mathematics education has produced knowledge about the development of mathematical understandings and models for supporting students mathematical learning Currently very little of this knowledge is affecting teaching practice We hope that this volume will open a meaningful dialogue between researchers and practitioners toward the goal of realizing improvements in undergraduate mathematics curriculum and instruction **Scientific American Science Desk Reference** The Editors of Scientific American,1999-09-30 Divided into 15 sections covering a specific scientific discipline this work includes sections on key concepts glossaries and biographies of prominent researchers in that field chronologies and information unique to that particular discipline Outstanding Reference Sources American Libraries May 2001 The National Quarterly Review ,1879

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