Teach Yourself Geometryscience Mathematics

This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical, curricular and pedagogical issues in the teaching of science and mathematics. It is contributed to by 130 researchers from 30 countries; it provides a logically structured, fully referenced guide to the ways in which science and mathematics education is, informed by the history and philosophy of these disciplines, as well as by the philosophy of education more generally. The first handbook to cover the field, it lays down a much-needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject. The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education, attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects. There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science; this handbook is uniquely positioned as a locus for the discussion. The handbook features sections on pedagogical, theoretical, national, and biographical research, setting the literature of each tradition in its historical context. It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching, and that lessons can be learnt from these engagements for the resolution of current theoretical, curricular and pedagogical questions that face teachers and administrators. Science educators will be grateful for this unique, encyclopaedic handbook, Gerald Holton, Physics Department, Harvard University This handbook gathers the fruits of over thirty years' research by a growing international and cosmopolitan community Fabio Bevilacqua, Physics Department, University of Pavia

One of the most significant tasks facing mathematics educators is to understand the role of mathematical reasoning and proving in mathematics teaching, so that its presence in instruction can be enhanced. This challenge has been given even greater importance by the assignment to proof of a more prominent place in the mathematics curriculum at all levels. Along with this renewed emphasis, there has been an upsurge in research on the teaching and learning of proof at all grade levels, leading to a re-examination of the role of proof in the curriculum and of its relation to other forms of explanation, illustration and justification. This book, resulting from the 19th ICMI Study, brings together a variety of viewpoints on issues such as: The potential role of reasoning and proof in deepening mathematical understanding in the classroom as it does in mathematical practice. The developmental nature of mathematical reasoning and proof in teaching and learning from the earliest grades. The development of suitable curriculum materials and teacher education programs to support the teaching of proof and proving. The book considers proof and proving as complex but foundational in mathematics. Through the systematic examination of recent research this volume offers new ideas aimed at enhancing the place of proof and proving in our classrooms.

The digital age provides ample opportunities for enhanced learning experiences for students; however, it can also present challenges for educators who must adapt to and implement new technologies in the classroom. The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age is a critical reference source featuring the latest research on the development of educators' knowledge for the integration of technologies to improve classroom instruction. Investigating emerging pedagogies for preservice and in-service teachers, this publication is ideal for professionals, researchers, and educational designers interested in the implementation of technology in the mathematics classroom.

The field of computational learning theory arose out of the desire to for mally understand the process of learning. As potential applications to artificial intelligence became apparent, the new field grew rapidly. The learning of geo metric objects became a natural area of study. The possibility of using learning techniques to compensate for unsolvability provided an attraction for individ uals with an immediate need to solve such difficult problems. Researchers at the Center for Night Vision were interested in solving the problem of interpreting data produced by a variety of sensors. Current vision techniques, which have a strong geometric component, can be used to extract features. However, these techniques fall short of useful recognition of the sensed objects. One potential solution is to incorporate learning techniques into the geometric manipulation of sensor data. As a first step toward realizing such a solution, the Systems Research Center at the University of Maryland, in conjunction with the Center for Night Vision, hosted a Workshop on Learning and Geometry in January of 1991. Scholars in both fields came together to learn about each others' field and to look for common ground, with the ultimate goal of providing a new model of learning from geometrical examples that would be useful in computer vision. The papers in the volume are a partial record of that meeting. The fundamental mathematical tools needed to understand machine learning include linear algebra, analytic geometry, matrix decompositions, vector calculus, optimization, probability and statistics. These topics are traditionally taught in disparate courses, making it hard for data science or computer science students, or professionals, to efficiently learn the mathematics. This self-contained textbook bridges the gap between mathematical and machine learning texts, introducing the mathematical concepts with a minimum of prerequisites. It uses these concepts to derive four central machine learning methods: linear regression, principal component analysis, Gaussian mixture models and support vector machines. For students and others with a mathematical background, these derivations provide a starting point to machine learning texts. For those learning the mathematics for the first time, the methods help build intuition and practical experience with applying mathematical concepts. Every chapter includes worked examples and exercises to test understanding. Programming tutorials are offered on the book's web site.

In recent years geometry seems to have lost large parts of its former central position in mathematics teaching in most countries. However, new trends have begun to counteract this tendency. There is an increasing awareness that geometry plays a key role in mathematics and learning mathematics. Although geometry has been eclipsed in the mathematics curriculum, research in geometry has blossomed as new ideas have arisen from inside mathematics and other disciplines, including computer science. Due to reassessment of the role of geometry, mathematics educators and mathematicians face new challenges. In the present ICMI study, the whole spectrum of teaching and learning of geometry is analysed. Experts from all over the world took part in this study, which was conducted on the basis of recent international research, case studies, and reports on actual school practice. This book will be of particular interest to mathematics educators and mathematicians who are involved in the teaching of geometry at all educational levels, as well as to researchers in mathematics education. This book explores terminology, frameworks, and research being conducted worldwide on virtual manipulatives. It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching. By defining terminology, explaining conceptual and theoretical frameworks, and reporting research, the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning. This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic. By discussing these big ideas, the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand-held, touch-screen, and augmented platforms.

This book presents chapters exploring the most recent developments in the role of technology in proving. The full range of topics related to this theme are explored, including computer proving, digital collaboration among mathematicians, mathematics teaching in schools and universities, and the use of the internet as a site of proof learning. Proving is sometimes thought to be the aspect of mathematical activity most resistant to the influence of technological change. While computational methods are well known to have a huge importance in applied mathematics, there is a perception that mathematicians seeking to derive new mathematical results are unaffected by the digital era. The reality is quite different. Digital technologies have transformed how mathematicians work together, how proof is taught in schools and universities, and even the nature of proof itself. Checking billions of cases in extremely large but finite sets, impossible a few decades ago, has now become a standard method of proof. Distributed proving, by teams of mathematicians working independently on sections of a problem, has become very much easier as digital communication facilitates the sharing and comparison of results. Proof assistants and dynamic proof environments have influenced the verification or refutation of conjectures, and ultimately how and why proof is taught in schools. And techniques from computer science for checking the validity of programs are being used to verify mathematical proofs. Chapters in this book include not only research reports and case studies, but also theoretical essays, reviews of the state of the art in selected areas, and historical studies. The authors are experts in the field.

This book constitutes the proceedings of the 5th International Conference on Geometric Science of Information, GSI 2021, held in Paris, France, in July 2021. The 98 papers presented in this volume were carefully reviewed and selected from 125 submissions. They cover all the main topics and highlights in the domain of geometric science of information, including information geometry manifolds of structured data/information and their advanced applications. The papers are organized in the following topics: Probability and statistics on Riemannian Manifolds; sub-Riemannian geometry and neuromathematics; shapes spaces; geometry of quantum states; geometric and structure preserving discretizations; information geometry in physics; Lie group machine learning; geometric and symplectic methods for hydrodynamical models; harmonic analysis on Lie groups; statistical manifold and Hessian information geometry; geometric mechanics; deformed entropy, cross-entropy, and relative entropy; transformation information geometry; statistics, information and topology; geometric deep learning; topological and geometrical structures in neurosciences; computational information geometry; manifold and optimization; divergence statistics; optimal transport and learning; and geometric structures in thermodynamics and statistical physics.

This book focuses on information geometry manifolds of structured data/information and their advanced applications featuring new and fruitful interactions between several branches of science: information science, mathematics and physics. It addresses interrelations between different mathematical domains like shape spaces, probability/optimization & algorithms on manifolds, relational and discrete metric spaces, computational and Hessian information geometry, algebraic/infinite dimensional/Banach information manifolds, divergence geometry, tensor-valued morphology, optimal transport theory, manifold & topology learning, and applications like geometries of audio-processing, inverse problems and signal processing. The book collects the most important contributions to the conference GSI'2017 – Geometric Science of Information.

This book will introduce the history and practices of mathematics education in Korea. How it has been influenced from Japan,

America, and other countries, and has developed into the unique Korean style of mathematics education. The editors have planned to include most of the topics researchers outside Korea want to know mathematics education in Korea.

Early childhood mathematics is vitally important for young children's present and future educational success. Research demonstrates that virtually all young children have the capability to learn and become competent in mathematics. Furthermore, young children enjoy their early informal experiences with mathematics. Unfortunately, many children's potential in mathematics is not fully realized, especially those children who are economically disadvantaged. This is due, in part, to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities. Improvements in early childhood mathematics education can provide young children with the foundation for school success. Relying on a comprehensive review of the research, Mathematics Learning in Early Childhood lays out the critical areas that should be the focus of young children's early mathematics education, explores the extent to which they are currently being incorporated in early childhood settings, and identifies the changes needed to improve the quality of mathematics experiences for young children. This book serves as a call to action to improve the state of early childhood mathematics. It will be especially useful for policy makers and practitioners-those who work directly with children and their families in shaping the policies that affect the education of young children.

A complete overview of the geometry associated with computer graphics that provides everything a reader needs to understand the topic. Includes a summary hundreds of formulae used to solve 2D and 3D geometric problems; worked examples; proofs; mathematical strategies for solving geometric problems; a glossary of terms used in geometry.

Advance your math skills Teach Yourself Mathematics is packed with worked examples, clear explanations, and exercises with answers. It covers basic math, algebra, geometry, percentages, fractions, probability, and more.

This book offers a detailed look into the how and what of mathematics instruction in Singapore. It presents multiple aspects of mathematics instruction in schools, ranging from the unique instructional core, practices that promote mastery, development of conceptual knowledge through learning experiences, nurturing of positive attitudes, self-regulation of learning and development and use of instructional materials for making connections across mathematical ideas, developing mathematical reasoning, and developing fluency in applying mathematical knowledge in problem solving.The book presents a methodology that is successful in documenting classroom instruction in a comprehensive manner. The research findings illuminate instruction methods that are culturally situated, robust and proven to impact student learning. It demonstrates how a unique data source can be analysed through multiple lenses and provides readers with a rich portrait of how the school mathematics instruction is enacted in Singapore secondary schools.

By integrating pedagogy and subject knowledge through experiencing a variety of tasks for learners, this book makes it possible for all learners to succeed in thinking algebraically.

The NATO Advanced Research Workshop on Mathematics Education and Technology was held in Villard-de-Lans,

France, between May 6 and 11, 1993. Organised on the initiative of the BaCoMET (Basic Components of Mathematics Education for Teachers) group (Christiansen, Howson and Otte 1986; Bishop, Mellin-Olsen and van Dormolen 1991), the workshop formed part of a larger NATO programme on Advanced Educational Technology. Some workshop members had already participated in earlier events in this series and were able to contribute insights from them: similarly some members were to take part in later events. The problematic for the workshop drew attention to important speculative developments in the applications of advanced information technology in mathematics education over the last decade, notably intelligent tutoring, geometric construction, symbolic algebra and statistical analysis. Over the same period, more elementary forms of information technology had started to have a significant influence on teaching approaches and curriculum content: notably arithmetic and graphic calculators; standard computer tools, such as spreadsheets and databases; and computer-assisted learning packages and computer microworlds specially designed for educational purposes.

Teach Yourself MathematicsMcGraw-Hill

Little Learning Labs: Math Games for Kids—an abridged paperback edition of Math Games Lab for Kids—presents 25+ hands-on activities that include coloring, art, puzzles, and more that make learning about math fun. Explore geometry and topology by building, drawing, and transforming shapes. Discover how to color maps like a mathematician by using the fewest colors possible. Draw graphs to learn the language of connections. Create mind-bending fractals with straight lines and repeat shapes. Everything you need to complete the activities can either be found in the book or around the house. The popular Little Learning Labs series (based on the larger format Lab for Kids series) features a growing list of books that share hands-on activities and projects on a wide host of topics, including art, astronomy, geology, math, and even bugs—all authored by established experts in their fields. Each lab contains a complete materials list, clear step-by-step photographs of the process, as well as finished samples. The activities are open-ended, designed to be explored over and over, often with different results. Geared toward being taught or guided by adults, they are enriching for a range of ages and skill levels. Gain firsthand knowledge on your favorite topic with Little Learning Labs. Open Little Learning Labs: Math Games for Kids and start exploring the exciting world of math!

There has long been dispute in mathematics between the drill and practice orientation that focuses primarily on memorizing mathematics as meaningless rote algorithms and the approach based on understanding and making creative use of mathematics. This 25-chapter book, based on a 7-year study at the University of Illinois, seeks to explain and diffuse this controversy by taking a broad view of the cognitive science approach to the teaching and learning of mathematics. This explanation of the processes of mathematical calculation owes much to the new approach to the study

of knowledge, which has been developed from Jean Piaget's observation of child behavior and the broad range of new research into artificial intelligence. It is essentially concerned with providing a deeper understanding of the thought processes that are involved in mathematical thinking; what goes on inside children's heads as they learn mathematics and do mathematical problem-solving. Among the areas considered are: the cognitive science approach to mathematics education; deficiency in typical school curricula; the nature of representations; the "paradigm" teaching strategy; recognition problems; retrieval, construction, and mapping; and basic concepts used to facilitate the discussion of human information processing as it related to solving mathematical problems. (JN)

This book explores some of the major turning points in the history of mathematics, ranging from ancient Greece to the present, demonstrating the drama that has often been a part of its evolution. Studying these breakthroughs, transitions, and revolutions, their stumbling-blocks and their triumphs, can help illuminate the importance of the history of mathematics for its teaching, learning, and appreciation. Some of the turning points considered are the rise of the axiomatic method (most famously in Euclid), and the subsequent major changes in it (for example, by David Hilbert); the "wedding," via analytic geometry, of algebra and geometry; the "taming" of the infinitely small and the infinitely large; the passages from algebra to algebras, from geometry to geometries, and from arithmetic to arithmetics; and the revolutions in the late nineteenth and early twentieth centuries that resulted from Georg Cantor's creation of transfinite set theory. The origin of each turning point is discussed, along with the mathematicians involved and some of the mathematics that resulted. Problems and projects are included in each chapter to extend and increase understanding of the material. Substantial reference lists are also provided. Turning Points in the History of Mathematics will be a valuable resource for teachers of, and students in, courses in mathematics or its history. The book should also be of interest to anyone with a background in mathematics who wishes to learn more about the important moments in its development.

Coordinate Geometry is third Chapter of class 9th Mathematics. Bright Tutee provides you detailed and comprehensive NCERT Solutions of every Chapter. NCERT solutions are a great medium to help every student to understand the chapter and to solve the questions of every exercise. 'Coordinate Geometry' discusses the topics 'Introduction to Coordinate Geometry', 'Cartesian System', 'Plotting a Point in the Plane if its Coordinates' etc. These NCERT solutions are completely free for the students 9th standard Students. These are available in Ebook which can be downloaded easily. Why you must download the NCERT solutions of the chapter 'Coordinate Geometry'? These NCERT solutions are given in detail and help to understand every chapter. • It will prepare you for exams in a better manner. • You can easily download these NCERT Solutions on any device for your convenience like laptops, desktops or mobile. • These NCERT Solutions will help you to finish your homework easily. • Bright Tutee provides these solutions at

free of cost. You do not have to pay a single penny for solutions. Download Free book of chapter 3 - Coordinates Geometry! Bright Tutee also provides you class 9th Mathematics full course where you get topic-wise assignments and MCQs, video lectures, chapter wise question-banks, sample papers, previous years' question papers and model test papers. For getting high scores in Class 9th Maths, you can immediately download our Maths course.

Almost every student has to study some sort of mathematical proofs, whether it be in geometry, trigonometry, or with higher-level topics. In addition, mathematical theorems have become an interesting course for many students outside of the mathematical arena, purely for the reasoning and logic that is needed to complete them. Therefore, it is not uncommon to have philosophy and law students grappling with proofs. This book is the perfect resource for demystifying the techniques and principles that govern the mathematical proof area, and is done with the standard "Demystified" level, questions and answers, and accessibility.

Outline Course of Pure Mathematics presents a unified treatment of the algebra, geometry, and calculus that are considered fundamental for the foundation of undergraduate mathematics. This book discusses several topics, including elementary treatments of the real number system, simple harmonic motion, Hooke's law, parabolic motion under gravity, sequences and series, polynomials, binomial theorem, and theory of probability. Organized into 23 chapters, this book begins with an overview of the fundamental concepts of differential and integral calculus, which are complementary processes for solving problems of the physical world. This text then explains the concept of the inverse of a function that is a natural complement of the function concept and introduces a convenient notation. Other chapters illustrate the concepts of continuity and discontinuity at the origin. This book discusses as well the significance of logarithm and exponential functions in scientific and technological contexts. This book is a valuable resource for undergraduates and advanced secondary school students.

Explores the daily lives and customs of American teenagers, discussing education, religion, holidays, employment, recreation, and culture.

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 I '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.

At last: geometry in an exemplary, accessible and attractive form! The authors emphasise both the intellectually stimulating parts of geometry and routine arguments or computations in concrete or classical cases, as well as practical and physical applications. They also show students the fundamental concepts and the difference between important results and minor technical routines. Altogether, the text presents a coherent high school curriculum for the geometry course, naturally backed by numerous examples and exercises.

THINKERS are made, not born, and scores on entrance exams are improved by reviewing the information you may have forgotten! There is an old adage that students need to understand: Mathematics is not a spectator sport! What does that mean? An important part of becoming a CRITICAL THINKER, or a valid DECISION MAKER, besides asking questions, is to recognize words that need defining, and that all decisions are based on definitions, assumptions, and previous accepted rules or laws. All people are eager to be THINKERS, but that ability is not a gift, it is learned, practiced and even forgotten. These activities will review some of the types and methods first encountered in geometry and some problems that are similar to the ones on the SAT, ACT and other entrance exams. In the March 2010 issue of School Science and Mathematics, it was pointed out the two major weaknesses in college freshmen are in geometry and Critical Thinking, hence these 98 activities are involving direct and indirect thinking skills, forms of implications and other types all designed to convert those difficult special days into unique learning fun days. These activities are designed for students (working in small groups) to create the learning situations by doing them with the teacher guidance assisting them to the conclusions. Many of my former students commented that what they enjoyed and learned from the classes, more than anything else, was activities like these, hence, my reason to share some of these with other teachers.

The Curriculum Topic Study (CTS) process provides a professional development strategy that links mathematics standards and research to curriculum, instruction, and assessment.

"Where are we ever going to use this?" Every high school math student has asked this question. Often teachers themselves aren't sure how to respond. One answer is that higher mathematics learned in high school will be essential to learning yet more at the college level. A more satisfactory answer calls for an awareness of how math is applied in many specific areas. Written primarily for teachers, this book presents hundreds of practical applications for mathematics--from baseball statistics to the theory of relativity--that can be understood by anyone with a knowledge of high school algebra, geometry and trigonometry.

In Math for Programmers you'll explore important mathematical concepts through hands-on coding. Filled with graphics and more than 300 exercises and mini-projects, this book unlocks the door to interesting–and lucrative!–careers in some of today's hottest fields. As you tackle the basics of linear algebra, calculus, and machine learning, you'll master the key Python libraries used to turn them into real-world software applications. Summary To score a job in data science, machine learning, computer graphics, and cryptography, you need to bring strong math skills to the party. Math for Programmers teaches the math you need for these

hot careers, concentrating on what you need to know as a developer. Filled with lots of helpful graphics and more than 200 exercises and mini-projects, this book unlocks the door to interesting–and lucrative!–careers in some of today's hottest programming fields. Purchase of the print book includes a free eBook in PDF, Kindle, and ePub formats from Manning Publications. About the technology Skip the mathematical jargon: This one-of-a-kind book uses Python to teach the math you need to build games, simulations, 3D graphics, and machine learning algorithms. Discover how algebra and calculus come alive when you see them in code! About the book In Math for Programmers you'll explore important mathematical concepts through hands-on coding. Filled with graphics and more than 300 exercises and mini-projects, this book unlocks the door to interesting–and lucrative!–careers in some of today's hottest fields. As you tackle the basics of linear algebra, calculus, and machine learning, you'll master the key Python libraries used to turn them into real-world software applications. What's inside Vector geometry for computer graphics Matrices and linear transformations Core concepts from calculus Simulation and optimization Image and audio processing Machine learning algorithms for regression and classification About the reader For programmers with basic skills in algebra. About the author Paul Orland is a programmer, software entrepreneur, and math enthusiast. He is co-founder of Tachyus, a start-up building predictive analytics software for the energy industry. You can find him online at www.paulor.land. Table of Contents 1 Learning math with code PART I - VECTORS AND GRAPHICS 2 Drawing with 2D vectors 3 Ascending to the 3D world 4 Transforming vectors and graphics 5 Computing transformations with matrices 6 Generalizing to higher dimensions 7 Solving systems of linear equations PART 2 - CALCULUS AND PHYSICAL SIMULATION 8 Understanding rates of change 9 Simulating moving objects 10 Working with symbolic expressions 11 Simulating force fields 12 Optimizing a physical system 13 Analyzing sound waves with a Fourier series PART 3 - MACHINE LEARNING APPLICATIONS 14 Fitting functions to data 15 Classifying data with logistic regression 16 Training neural networks

Adding It Up explores how students in pre-K through 8th grade learn mathematics and recommends how teaching, curricula, and teacher education should change to improve mathematics learning during these critical years. The committee identifies five interdependent components of mathematical proficiency and describes how students develop this proficiency. With examples and illustrations, the book presents a portrait of mathematics learning: Research findings on what children know about numbers by the time they arrive in pre-K and the implications for mathematics instruction. Details on the processes by which students acquire mathematical proficiency with whole numbers, rational numbers, and integers, as well as beginning algebra, geometry, measurement, and probability and statistics. The committee discusses what is known from research about teaching for mathematics proficiency, focusing on the interactions between teachers and students around educational materials and how teachers develop proficiency in teaching mathematics.

The idea of teachers Learning through Teaching (LTT) – when presented to a naïve bystander – appears as an oxymoron. Are we not supposed to learn before we teach? After all, under the usual circumstances, learning is the task for those who are being taught, not of those who teach. However, this book is about the learning of teachers, not the learning of students. It is an ancient

wisdom that the best way to "truly learn" something is to teach it to others. Nevertheless, once a teacher has taught a particular topic or concept and, consequently, "truly learned" it, what is left for this teacher to learn? As evident in this book, the experience of teaching presents teachers with an exciting opp- tunity for learning throughout their entire career. This means acquiring a "better" understanding of what is being taught, and, moreover, learning a variety of new things. What these new things may be and how they are learned is addressed in the collection of chapters in this volume. LTT is acknowledged by multiple researchers and mathematics educators. In the rst chapter, Leikin and Zazkis review literature that recognizes this phenomenon and stress that only a small number of studies attend systematically to LTT p- cesses. The authors in this volume purposefully analyze the teaching of mathematics as a source for teachers' own learning.

Mobile technologies influence the way that we interact with the world, the way that we live. We use them for communication, entertainment, information and research. In education settings, there has been substantial investment in mobile devices, often without a concomitant investment in developing pedagogy and practices. With mobile technologies evolving rapidly, and the number of educational apps growing, there is a need for research into how they facilitate mathematics learning. Such research is of particular importance regarding how such devices may be used to open up new ways of envisaging mathematics and mathematics education, and to help develop conceptual rather than procedural or declarative knowledge. This volume draws upon international research and reports on a range of research projects that have incorporated mobile technologies for mathematics education. It presents research on the use of mobile technologies, such as iPads, iPods, iPhones, Androids, and Tablets, across a diverse range of cultures, year levels and contexts. It examines the ways in which mobile technologies, including apps, might influence students' engagement, cognition, collaboration and attitudes, through the reshaping of the learning experience. In addition, the book presents appropriate ways to integrate mobile technologies into teaching and learning programmes. It is a significant reference book for those involved with teaching mathematics or using mobile technologies in education, while also offering insights and examples that are applicable to the use of digital technologies in education generally.

All historians of mathematics and students of the field will want a copy of this remarkable resource on their bookshelves.

Deep Learning is the heart of Artificial Intelligence and will become a most important field in Data Science in the near future. Deep Learning has attracted much attention recently. It is usually carried out by the gradient descent method, which is not always easy to understand for beginners. When one starts studying Deep Learning first hurdles are (1) how to choose the learning rate (2) how to avoid being trapped by local minima (3) what is a deep meaning of the minibatch. In this book I plan to offer intuitive answers to these questions within my understandings. As a matter of course, when beginners study Deep Learning some mathematical knowledge from Calculus, Linear Algebra, Statistics and Information are required. In the book I gave minimum knowledge required for understanding Deep learning. After reading the book, readers are encouraged to challenge advanced books of Deep Learning (or Artificial Intelligence).