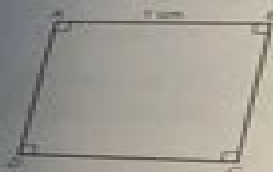


- (b) Find the area of the remaining cardboard. (Give your answer correct to 1 decimal place.)

Solution

8. The figure shows a square paper $ABCD$ with sides of 1 cm each.



- (a) The largest circle is drawn on the square paper $ABCD$ (see Figure I). Find the area of the circle. (Express your answer in terms of π .)

Solution

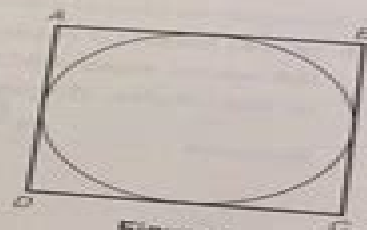


Figure I

- (b) 4 identical circles with the greatest area are drawn on the square paper $ABCD$ (see Figure II). Find the total area of the circles. (Express your answer in terms of π .)

Solution

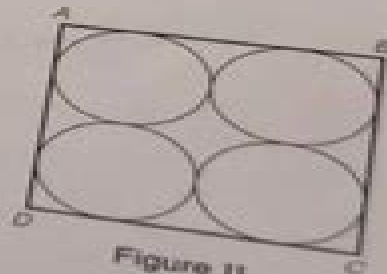


Figure II

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John Heywood



New Trend Mathematics Activity Answers S2b:

Engineering Education John Heywood, 2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation **How to Pass**
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