

Maths at University Interview Questions

Below is a list of questions that have been asked at interviews (mainly at Oxford/Cambridge, but also other universities too).

Sometimes the interviewer will gently ask such things as:

- Tell us about some maths books that you have been reading.
- Why do you want to study maths?
- What areas of maths do you like? (this is a prompt for the next question which will be on that topic!)

Mainly (particularly at Oxford/Cambridge) there is little or no gentle chit chat, and straight into the fun stuff like:

- Which is bigger 2^x or x^2 ?
- Draw $y = A(1 - e^{-Bx})^2$
- Differentiate $y = x^{\sin x}$
- Find an approximation to $1^4 + 2^4 + 3^4 + \dots + 100^4$
- Draw $y = \frac{e^\theta}{1 + e^\theta} \sin \theta$ and $x = \frac{e^\theta}{1 + e^\theta} \cos \theta$
- Draw $y = \cos x^{\cos x}$
- Prove $\frac{a}{b} + \frac{b}{a} \geq 2$
- Draw: $y = e^x$, $y = e^{-x}$, $y = \frac{e^x + e^{-x}}{2}$
- Draw $y = \frac{\sin x}{x}$
- Prove $n^7 - n$ is always divisible by 42.
- $(6 + \sqrt{37})^{20} = 4398704651 \dots \bullet 9999999999 437569 \dots$
Can you show why this number is so close to an integer?
- On a plane each individual point can be either red, white or blue. Prove that at some point on the plane two points will be at a distance of one unit apart and the same colour.

Sample Job Interview Math Questions

Leslie A. Miller, Robert L. Lovler



Sample Job Interview Math Questions:

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Foundations of Psychological Testing Sandra A. McIntire, Leslie A. Miller, 2007 I used McIntire and Miller's book on testing in my research course two years ago. Students loved this book for its clarity and personality. It is hard to imagine how the authors could have improved on the First Edition. Nevertheless, this new edition of the Foundations of Psychological Testing is better than any of its competitors. The authors should be congratulated for making a topic that has been formidable to students in the past much more accessible to today's students. Douglas Herrmann, Emeritus Professor, Indiana State University, Director of Research, Practical Memory Institute. The Second Edition of Foundations of Psychological Testing is a scholarly yet pragmatic and easy to understand text for undergraduate students new to the field of psychological testing. Using an engaging conversational format, the authors aim to prepare students to be informed consumers as test users or test takers, not to teach students to administer or interpret individual psychological tests. New to the Second Edition: Incorporates new content. This edition includes a new chapter on computerized testing and is updated throughout to reflect new research tests and examples. Offers new learning strategies. To further promote student comprehension, new and enhanced learning aids include a blueprint of text material, In the News and On the Web boxes, Test Spotlights, and an Engaging in the Learning Process section at the end of each chapter with learning activities, study tips, and practice test questions. Encourages instruction through conversation. In response to students' requests to simplify complex concepts, the authors use an easy-to-read conversational style. This format clearly and concisely communicates the basics of psychological testing and relates these basics to practical situations that students can recognize and embrace. Instructor Resources on CD are available to qualified adopters, including chapter outlines, discussion questions, teaching tips, review questions, and more.

Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 Teaching Powerful Problem Solving in Math provides the first in-depth portrait of schoolwide lesson study showing how U.S. teachers at several schools used it to implement powerful problem-based mathematics instruction. Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would. By learning in this way, students discover the power of their own thinking and gain confidence that extends well beyond mathematics. This book introduces readers to urban elementary and K-8 schools where teachers have dramatically transformed math learning for teachers and for students. Readers will follow teachers as they transform instruction using schoolwide lesson study, building powerful new

ways for educators to learn from each other and practice innovative teaching techniques The authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school s work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency

An Analysis of Parent Opinions and Changes in Opinions Regarding Standardized Tests, Teacher's Information, and Performance Assessments Lorrie A. Shepard,1995 *The Work of Mathematics Teacher Educators* Kathleen

Lynch-Davis,Robin L. Rider,2015-10-01 Originally published in 2004 A major focus of teacher education is the development of preservice teachers However it should not be the only focus of those who work in teacher education Educating inservice teachers in equally important and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education *Resources in Education* ,1998-05

Culturally and Linguistically Diverse Learners and STEAM Pamela Spycher,Erin F.

Haynes,2019-03-01 Multilingual students multidialectal students and students learning English as an additional language constitute a substantial and growing demographic in the United States But these groups of students tend to receive unequal access to and inadequate instruction in Science Technology Engineering Arts and Mathematics STEAM with their cultural and linguistic assets going largely unacknowledged and underutilized The need for more information about quality STEAM education for culturally and linguistically diverse students is pressing This book seeks to address this need with chapters from asset oriented researchers and practitioners whose work offers promising teaching and learning approaches in the STEAM subjects in K 16 education settings Authors share innovative ways in which classroom teachers integrate disciplinary

reading writing discussion and language development with content knowledge development in STEAM subjects Also shared are approaches for integrating indigenous epistemologies culturally sustaining pedagogy and students linguistic resources and life experiences into classroom teaching The value of quality STEAM education for all students is an equity issue a civics issue and an economic issue Our technologically driven scientifically oriented innovative society should be led by diverse people with diverse ways of approaching and being in the world This book aims to make quality STEAM education a reality for all students taking into account the many perspectives bodies of knowledge and skills they bring from a range of cultural and linguistic backgrounds with the ultimate goal of strengthening the fields that will drive our society towards the future There are three primary audiences for this book teachers both in service and pre service teachers teacher educators both pre service preparation and professional learning and applied researchers Whatever their current or evolving role readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own important work in achieving equity in STEAM education

The Practice of Research in Criminology and Criminal Justice Ronet D. Bachman, Russell K. Schutt, 2018-12-20 The Practice of Research in Criminology and Criminal Justice Seventh Edition demonstrates the vital role research plays in criminology and criminal justice by integrating in depth real world case studies with a comprehensive discussion of research methods By pairing research techniques with practical examples from the field Ronet D Bachman and Russell K Schutt equip students to critically evaluate and confidently conduct research The Seventh Edition of this best selling text retains the strengths of previous editions while breaking ground with emergent research methods enhanced tools for learning in the text and online and contemporary fascinating research findings This edition incorporates new topics like intelligence led policing social network analysis SNA the evolution of cybercrime and more Students engage with the wide realm of research methods available to them delve deeper into topics relevant to their field of study and benefit from the wide variety of new exercises to help them practice as they learn

Foundations of Psychological Testing Leslie A. Miller, Robert L. Lovler, 2018-12-20 Foundations of Psychological Testing A Practical Approach by Leslie A Miller and Robert L Lovler presents a clear introduction to the basics of psychological testing as well as psychometrics and statistics Aligned with the 2014 Standards for Educational and Psychological Testing this practical book includes discussion of foundational concepts and issues using real life examples and situations that students will easily recognize relate to and find interesting A variety of pedagogical tools furthers the conceptual understanding needed for effective use of tests and test scores The Sixth Edition includes updated references and examples new In Greater Depth boxes for deeper coverage of complex topics and a streamlined organization for enhanced readability

Focus Group Interviews in Education and Psychology Sharon Vaughn, Jeanne Shay Schumm, Jane Sinagub, Jane M. Sinagub, 1996-01-18 This manuscript provides a blueprint for people conducting focus groups The examples are highly useful and in combination with the book give people the information they need to actually run a focus group Chapter nine is

uniquely useful for educators who frequently work with children and teachers in school settings The concrete examples will be extremely helpful to focus group moderators The book will be useful for reference and for courses in survey research I will recommend the book for both purposes Kathy Green University of Denver This book does a nice job of providing readers with the specific steps necessary to conduct focus groups If a person had never heard of a focus group interview before reading this book they would have an excellent comprehension of the history specific methods and pitfalls of using the focus group interview methodology Thomas M Archer The Ohio State University Why use focus groups in educational and psychological research The focus group interview is a research tool that holds great promise for application in educational and psychological research Focus groups offer an effective way to obtain knowledge about what key stakeholders think and feel resulting in information that yields better surveys evaluations and research studies Although there are numerous books and articles that address focus groups most are directed at business and marketing Focus Group Interviews in Education and Psychology shows the specific steps to take to conduct focus groups in educational and psychological settings Through the use of numerous examples the authors show readers how to prepare for a focus group create a moderator s guide select a setting and analyze the results gleaned from focus groups In addition they devote an entire chapter to doing focus groups with adolescents and children Each chapter contains numerous procedural tables as well as end of chapter applications for performing trial runs of the techniques discussed Qualitative and quantitative researchers and students in education and psychology will find this book a useful guide for refining their research instruments and for opening new vistas to understanding their subjects responses Focus Group Interviews in Education and Psychology is an invaluable tool that is beneficial to researchers and professionals in research methods evaluation psychology education and social work

The Handy Math Answer Book Patricia Barnes-Svarney, Thomas E Svarney, 2012-05-01 From Sudoku to Quantum Mechanics Unraveling the Mysteries of Mathematics What s the formula for changing intimidation to exhilaration When it comes to math it s *The Handy Math Answer Book* From a history dating back to prehistoric times and ancient Greece to how we use math in our everyday lives this fascinating and informative guide addresses the basics of algebra calculus geometry and trigonometry and then proceeds to practical applications You ll find easy to follow explanations of how math is used in daily financial and market reports weather forecasts real estate valuations games and measurements of all kinds In an engaging question and answer format more than 1 000 everyday math questions and concepts are tackled and explained including What are a googol and a googolplex What are some of the basic building blocks of geometry What is a percent How do you multiply fractions What are some of the mathematics behind global warming What does the philosophy of mathematics mean What is a computer app What s the difference between wet and dry measurements when you re cooking How often are political polls wrong How do you figure out a handicap in golf and bowling How does the adult brain process fractions And many many more For parents teachers students and anyone seeking additional guidance and clarity on their mathematical

quest The Handy Math Answer Book is the perfect guide to understanding the world of numbers bridging the gap between left and right brained thinking Appendices on Measurements and Conversion Factors plus Common Formulas for Calculating Areas and Volumes of shapes are also included Its helpful bibliography and extensive index add to its usefulness *English Learners Left Behind* Kate Menken,2008-02-27 In the wake of recent federal legislation entitled No Child Left Behind high stakes standardized testing for accountability purposes is being emphasized in educational systems across the U S for all students including English Language Learners ELLs Yet language proficiency mediates test performance so ELLs typically receive scores far below those of other students This book explores how tests have become de facto language policy in schools shaping what is taught in school how it is taught and in what language s it is taught In New York City while most schools responded to testing by increasing the amount of English instruction offered to ELLs a few schools have preserved native language instruction instead Moreover this research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them Fundamentals of Human Resource Management Susan L. Verhulst,David A. DeCenzo,2021-09-22 Fully revised and updated with input from practicing HR professionals Fundamentals of Human Resource Management 14th Edition provides students with a concise yet thorough introduction to the quickly evolving world of Human Resource Management HR This conversational and engaging text is designed to enhance online and distance learning and covers nearly all topics and competencies recommended by Society of Human Resource Management SHRM and Human Resource Certification Institute HRCI including human resource functions strategy planning legal context employee relations talent acquisition training and development performance management total rewards health safety and labor relations Every chapter is filled with real world examples and activities based on current and emerging issues designed to strengthen student comprehension and increase student engagement *Mathematics Education in Different Cultural Traditions- A Comparative Study of East Asia and the West* Frederick Koon-Shing Leung,Klaus-D. Graf,Francis J. Lopez-Real,2006-08-02 The idea of the ICMI Study 13 is outlined as follows Education in any social environment is influenced in many ways by the traditions of these environments This study brings together leading experts to research and report on mathematics education in a global context Mathematics education faces a split phenomenon of difference and correspondence A study attempting a comparison between mathematics education in different traditions will be helpful to understanding this phenomenon **Assessment of Authentic Performance in School Mathematics** Richard A. Lesh,Susan J. Lamon,2013-04-03 This book is the result of a conference sponsored by the Educational Testing Service and the University of Wisconsin s National Center for Research in Mathematical Sciences Education The purpose of the conference was to facilitate the work of a group of scholars whose interests included the assessment of higher order understandings and processes in foundation level pre high school mathematics Discussions focused on such issues as the purposes of assessment guidelines for producing and scoring real life assessment activities and the meanings of such terms

as deeper and higher order understanding cognitive objectives and authentic mathematical activities Assessment was viewed as a critical component of complex dynamic and continually adapting educational systems During the time that the chapters in this book were being written sweeping changes in mathematics education were being initiated in response to powerful recent advances in technology cognitive psychology and mathematics as well as to numerous public demands for educational reform These changes have already resulted in significant reappraisals of what it means to understand mathematics of the nature of mathematics teaching and learning and of the real life situations in which mathematics is useful The challenge was to pursue assessment related initiatives that are systematically valid in the sense that they work to complement and enhance other improvements in the educational system rather than act as an impediment to badly needed curriculum reforms To address these issues most chapters in this book focus on clarifying and articulating the goals of assessment and instruction and they stress the content of assessment above its mode of delivery Computer or portfolio based assessments are interpreted as means to ends not as ends in themselves Assessment is conceived as an ongoing documentation process seamless with instruction whose quality hinges upon its ability to provide complete and appropriate information as needed to inform priorities in instructional decision making This book tackles some of the most complicated issues related to assessment and it offers fresh perspectives from leaders in the field with the hope that the ultimate consumer in the instruction assessment enterprise the individual student will reclaim his or her potential for self directed mathematics learning

Proactive Mathematics Interventions, Grades 2-5 Karen S. Karp, Francis (Skip) Fennell, Beth McCord Kobett, Delise R. Andrews, Jennifer Suh, Latrenda Knighten, 2025-09-10 Shifting from remediation to preparation so all students can thrive in mathematics Traditional math interventions often focus on remediation addressing gaps only after students have fallen behind Proactive Mathematics Interventions Grades 2-5 Priming for Success Through Engaging Tasks and Purposeful Design presents a game changing approach that shifts the focus from fixing kids to fixing systems Designed with a strengths based perspective this resource equips educators to prime students for success by preparing them with the foundational skills and confidence needed for grade level success and beyond Grounded in the latest research the book tackles critical challenges such as systemic inequities math anxiety and gaps in student readiness By integrating formative assessment asset based strategies and practical intervention tasks this comprehensive guide supports teachers math coaches interventionists and school leaders to create proactive systems that meet every learner where they are Packed with 40 adaptable tasks more than 100 printable instructional resources and actionable strategies this guide Provides a strength based intervention model to help uncover and build on students existing strengths to cultivate their mathematical confidence Gives step by step guidance on creating a proactive intervention system from collaborative planning to formative assessment Includes engaging and adaptable low floor high ceiling tasks to support grade level instruction on critical mathematical topics Offers voices from the field with real life success stories from educators implementing proactive strategies in their

classrooms their intervention sessions and their tutoring sessions Start transforming your approach to intervention today to make a lasting impact on your student s mathematical successes and identities This is a must have tool for educators committed to addressing inequities and redefining intervention this book ensures every student can be a confident capable doer of mathematics Individual Differences in Arithmetical Development Ann Dowker,Bert De Smedt,Annemie Desoete,2020-01-03 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin org about contact

Mathematical Problem Posing Florence Mihaela Singer,Nerida F. Ellerton,Jinfa Cai,2015-06-12 The mathematics education community continues to contribute research based ideas for developing and improving problem posing as an inquiry based instructional strategy for enhancing students learning A large number of studies have been conducted which have covered many research topics and methodological aspects of teaching and learning mathematics through problem posing The Authors groundwork has shown that many of these studies predict positive outcomes from implementing problem posing on student knowledge problem solving and posing skills creativity and disposition toward mathematics This book examines in depth the contribution of a problem posing approach to teaching mathematics and discusses the impact of adopting this approach on the development of theoretical frameworks teaching practices and research on mathematical problem posing over the last 50 years *The Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate* Stephen J. Ceci,Wendy M. Williams,Shulamit Kahn,2018-04-20 There is no shortage of articles and books exploring women s underrepresentation in science Everyone is interested academics politicians parents high school girls and boys women in search of college majors administrators working to accommodate women s educational interests the list goes on But one thing often missing is an evidence based examination of the problem uninfluenced by personal opinions accounts of lived experiences anecdotes and the always encroaching inputs of popular culture This is why this special issue of Frontiers in Psychology can make a difference In it a diverse group of authors and researchers with even more diverse viewpoints find themselves united by their empirical objective approaches to understanding women s underrepresentation in science today The questions considered within this special issue span academic disciplines methods levels of analysis and nature of analysis what these article share is their scholarly evidence based approach to understanding a key issue of our time

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