

4

1. Show that the function $F(x) = (x-a)^2(x-b)^2 + x$ with $a < b$ has the value $(a+b)/2$ at some point x .

Solution:

$F(x)$ is a polynomial, so it is continuous for all $x \in \mathbb{R}$. We have

$$F(a) = (a-a)^2(a-b)^2 + a = 0 + a = a$$

$$F(b) = (b-a)^2(b-b)^2 + b = 0 + b = b$$

Since $a < b$, then $\frac{a+b}{2} \in (a, b) = (F(a), F(b))$.

Then we can get $F(x)$ is continuous and $\frac{a+b}{2}$ lies on the interval $[F(a), F(b)]$.

So by the IVT, there exists some point $c \in [a, b]$ such that $F(c) = \frac{a+b}{2}$.

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2. Let $f(x)$ be a continuous function on $[a, b]$ whose range is $[a, b]$. Show that there is a point on the graph of $f(x)$ that intersects the line $y = x$. That is, show that there exists a number $c \in [a, b]$ such that $f(c) = c$.

Solution:

Let $g(x) = f(x) - x$. The function $f(x)$ is continuous on $[a, b]$ and so $g(x)$ is continuous on $[a, b]$.

We have:

$$a \leq f(x) \leq b$$

$$\text{Then we have } g(a) = f(a) - a \geq 0, \quad g(b) = f(b) - b \leq 0$$

So, by the IVT, there exists some point $c \in (a, b)$ such that $g(c) = 0$. Thus,

There exists $c \in (a, b)$ such that $f(c) - c = 0$ or $f(c) = c$.

3. a) Show that the function $h(x)$ defined by:

~~2~~

3

$$h(x) = \begin{cases} x^4 \sin\left(\frac{1}{x}\right) & , \quad x \neq 0 \\ 0 & , \quad x = 0 \end{cases}$$

is continuous on $(-\infty, \infty)$.

2

- b) Consider the function $g(x) = \tan^{-1} x + x^3 + 1$. Show that there exists $c \in [-1, 1]$ such that $g(c) = 0$.

Solution:

- a) The function $x^{-1} \sin \frac{1}{x}$ is continuous for all $x \neq 0$; so we need to check continuity at $x=0$:

$$h(0) = 0$$

$$\lim_{x \rightarrow 0} (h(x)) = \lim_{x \rightarrow 0} (x^4 \sin(\frac{1}{x})) = 0$$

Since $-1 \leq \sin \frac{1}{x} \leq 1$, we can get that $-x^4 \leq x^4 \sin \frac{1}{x} \leq x^4$.

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Conceptual Maths Peter Mattock, 2023-04-05 Written by Peter Mattock Conceptual Maths Teaching about rather than just how to do mathematics in schools aims to empower teachers to support students on a comprehensive and coherent journey through school mathematics Showcasing the best models metaphors and representations it provides excellent examples explanations and exercises that can be used across the curriculum Concepts are at the heart of the study of mathematics They are the ideas that remain constant whenever they are encountered but which combine and build upon each other to create the mathematical universe It is the structure of each concept that gives rise to the procedures that are used in calculation and problem solving and by learning about these structures a learner can make sense of how different processes work and use them flexibly as need demands In his first book Visible Maths Peter Mattock focused on the use of representations and manipulatives as images and tools and how this can provide a window into some of these mathematical structures His aim in Conceptual Maths is to go deeper beyond the procedures and to shed greater light on the structures of the subject's different concepts The book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures concepts and operations including number addition and subtraction multiplication and multiples division and factors proportionality functionality measures accuracy probability shape and transformation and vectors among many others In so doing Peter equips teachers with the confidence and practical know how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level Containing numerous full colour diagrams and models to illustrate the conceptual takeaways and teaching techniques discussed Conceptual Maths also includes a glossary covering the key mathematical terms Suitable for teachers of maths in primary secondary and post 16 settings **Mathematics Homework and Grading in a PLC at Work™**

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with mentors the professional learning they receive how they are appraised on their work and the career pathways for teachers

Collaborative Common Assessments Cassandra Erkens, 2016-01-04 Reignite the passion and energy assessment practices bring as tools to guide teaching and learning Strengthen instructional agility in professional learning communities with collaborative common assessments that collect vital information and consider all levels of the organization Explore the practical steps teacher teams must take to establish clear comprehensive assessment systems and discover how to continually improve results

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Understanding and Applying Assessment in Education Damian Murchan, Gerry Shiel, 2024-04-09 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners schools and wider education systems Designed as a pragmatic guide for new teachers and those training to teach this book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts This updated second edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland

The Social Studies Teacher's Toolbox Elisabeth Johnson, Evelyn Ramos, 2020-04-09 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher's Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher's Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional

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most students are wholly unaware and that self regulation which has little to do with measured intelligence can be developed by just about anyone and is a fundamental prerequisite of academic success Linda Nilson provides the theoretical background to student self regulation the evidence that it enhances achievement and the strategies to help students develop it She presents an array of tested activities and assignments through which students can progressively reflect on monitor and improve their learning skills describes how they can be integrated with different course components and on various schedules and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives Recognizing that most faculty are unfamiliar with these strategies she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them The book concludes with descriptions of courses from different fields to offer models and ideas for implementation At a time of so much concern about what our students are learning in college and how well prepared they are for the challenges of tomorrow s economy and society self regulated learning provides a reassuring solution particularly as studies indicate that struggling students benefit the most from practicing it

CURRICULUM-BASED ASSESSMENT

Charles H. Hargis, 2013-03-01 Thoroughly updated and expanded this fourth edition focuses on the use of curriculum based assessment to ensure learning disabled and low achieving students adequate educational opportunities The text explores ways of providing detail and explanation in the context of current and emerging issues in educational assessment and standards The point that educational success is more than just avoiding failure is emphasized and throughout the book precise definitions and examples of various instructional situations are presented Shifting emphasis from identifying deficit areas to finding and inventorying skills and abilities CBA requires an intimate relationship between teaching and testing To help the instructor achieve this balance the author offers examples and methods of implementation through reading and arithmetic activities and discusses at length the issues involved in test validity and grading The primary objective of curriculum based assessment is the success of students and much of the book is devoted to its two primary steps finding the level on the curriculum where the student can succeed and then incorporating assessment practices in the daily teaching activities so that success is an ongoing affair To further update this edition two additional new chapters have been added The Paradox of Setting Standards by Grade Level and Assessing Writing The book s simple format readability and detailed descriptions of instructional methodology make it a significant resource Designed to assist instructors curriculum persons special educators and administrators the book will also be helpful to researchers counselors social workers and other professionals in human service organizations

The Roles of Social Media in Education: Affective, Behavioral, and Cognitive Dimensions Hung Phu Bui, Mark Bedoya Ulla, Veronico N. Tarrayo, Chien Thang Pham, 2023-10-24 technologies in education A large body of research has attempted to measure the extent to which social media change human communication In education researchers and educators have employed social media to increase students engagement inside and outside the

classroom They have been exploring the effects of the use of social media on the learning outcome and learners beliefs and experiences However some of their endeavors are inconclusive As the effects of social media in education are context sensitive research results reflecting different contexts around the world will contribute to the literature on social media and education Student engagement in learning a growing interest in educational research is widely believed to contribute to the success of learning The contemporary literature shows that students can engage in learning affectively behaviorally and cognitively Recent studies are also interested in using technology to mediate students social and metacognitive engagement in learning As student engagement is a multidimensional area interdisciplinary studies have recently expanded their literature The use of social media to increase student engagement in learning remains underexplored

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