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The American Mathematical Monthly Pioneering Women in American Mathematics Living Proof Discovering Discrete Dynamical Systems A TeXas Style Introduction to Proof Combined Membership List of the American Mathematical Society, Mathematical Association of America, and the Society for Industrial and Applied Mathematics Performing Math Native American Mathematics First Steps for Math Olympians STEM the Tide The New Era in American Mathematics, 1920–1950 Math American Mathematics 1890-1913 Exercises in (Mathematical) Style Mathematics for Human Flourishing Writing in the Teaching and Learning of Mathematics A Station Favorable to the Pursuits of Science: Primary Materials in the History of Mathematics at the United States Military Academy A Century of Mathematics Doing the Scholarship of Teaching and Learning in Mathematics American History Math Martin Gardner in the Twenty-First Century The St. Petersburg School of Number Theory The Math Book A History in Sum A History of Mathematics in America Before 1900 A Decade of the Berkeley Math Circle American Mathematics Competitions (AMC 8) Preparation (Volume 7) Math Made Visual Finite Mathematics A Source Book for College Mathematics Teaching Math Power Hexaflexagons and Other Mathematical Diversions What's Math Got to Do with It? A Dingo Ate My Math Book: Mathematics from Down Under The Calculus Collection The Alberta High School Math Competitions 1957-2006 A History of Mathematics in the United States and Canada: Volume 1: 1492–1900 Welcome to MAA Online A Century of Mathematics in America The New Math

"The 1920s witnessed the birth of a serious mathematical research community in America. Prior to this, mathematical research was dominated by scholars based in Europe-but World War I had made the importance of scientific and technological development clear to the American research community, resulting in the establishment of new scientific initiatives and infrastructure. Physics and chemistry were the beneficiaries of this renewed scientific focus, but the mathematical community also benefitted, and over time, began to flourish. Over the course of the next two decades, despite significant obstacles, this constellation of mathematical researchers, programs, and government infrastructure would become one of the strongest in the world. In this meticulously-researched book, Karen Parshall documents the uncertain, but ultimately successful, rise of American mathematics during this time. Drawing on research carried out in archives around the country and around the world, as well as on the secondary literature, she reveals how geopolitical circumstances shifted the course of international mathematics. She provides surveys of the mathematical research landscape in the 1920s, 30s, and 40s, introduces the key players and institutions in mathematics at that time, and documents the effect of the Great Depression and the second world war on the international mathematical community. The result is a comprehensive account of the shift of mathematics' "center of gravity" to the American stage"-- The Calculus Collection is a useful resource for everyone who teaches calculus, in high school or in a 2- or 4-year college or university. It consists of 123 articles, selected by a panel of six veteran high school teachers, each of which was originally published in Math Horizons, MAA Focus, The American Mathematical Monthly, The College Mathematics Journal, or Mathematics Magazine. The articles focus on engaging students who are meeting the core ideas of calculus for the first time. The Calculus Collection is filled with insights, alternate explanations of difficult ideas, and suggestions for how to take a standard problem and open it up to the rich mathematical explorations available when you encourage students to dig a little deeper. Some of the

articles reflect an enthusiasm for bringing calculators and computers into the classroom, while others consciously address themes from the calculus reform movement. But most of the articles are simply interesting and timeless explorations of the mathematics encountered in a first course in calculus. Part of the A Century of Mathematics in America collection, this book contains articles that describe the mathematics and the mathematical personalities in some of the nations' prominent departments: Johns Hopkins, Clark, Columbia, MIT, Michigan, Texas, and the Institute for Advanced Study. Presents the problems and answers for the first 50 years of the Alberta High School Mathematics Competition, up to 2005-2006. Full solutions are provided to those from the Modern period, often supplemented with multiple solutions or additional commentaries. Many mathematicians have been drawn to mathematics through their experience with math circles: extracurricular programs exposing teenage students to advanced mathematical topics and a myriad of problem solving techniques and inspiring in them a lifelong love for mathematics. Founded in 1998, the Berkeley Math Circle (BMC) is a pioneering model of a U.S. math circle, aspiring to prepare our best young minds for their future roles as mathematics leaders. Over the last decade, 50 instructors--from university professors to high school teachers to business tycoons--have shared their passion for mathematics by delivering more than 320 BMC sessions full of mathematical challenges and wonders. Based on a dozen of these sessions, this book encompasses a wide variety of enticing mathematical topics: from inversion in the plane to circle geometry; from combinatorics to Rubik's cube and abstract algebra; from number theory to mass point theory; from complex numbers to game theory via invariants and monovariants. The treatments of these subjects encompass every significant method of proof and emphasize ways of thinking and reasoning via 100 problem solving techniques. Also featured are 300 problems, ranging from beginner to intermediate level, with occasional peaks of advanced problems and even some open questions. The book presents possible paths to studying mathematics and inevitably falling in love with it, via teaching two important skills:

thinking creatively while still ``obeying the rules,'' and making connections between problems, ideas, and theories. The book encourages you to apply the newly acquired knowledge to problems and guides you along the way, but rarely gives you ready answers. ``Learning from our own mistakes'' often occurs through discussions of non-proofs and common problem solving pitfalls. The reader has to commit to mastering the new theories and techniques by ``getting your hands dirty'' with the problems, going back and reviewing necessary problem solving techniques and theory, and persistently moving forward in the book. The mathematical world is huge: you'll never know everything, but you'll learn where to find things, how to connect and use them. The rewards will be substantial. In the interest of fostering a greater awareness and appreciation of mathematics and its connections to other disciplines and everyday life, MSRI and the AMS are publishing books in the Mathematical Circles Library series as a service to young people, their parents and teachers, and the mathematics profession. A Dingo Ate My Math Book presents ingenious, unusual, and beautiful nuggets of mathematics with a distinctly Australian flavor. It focuses, for example, on Australians' love of sports and gambling, and on Melbourne's iconic, mathematically inspired architecture. Written in a playful and humorous style, the book offers mathematical entertainment as well as a glimpse of Australian culture for the mathematically curious of all ages. This collection of engaging stories was extracted from the Maths Masters column that ran from 2007 to 2014 in Australia's Age newspaper. The maths masters in question are Burkard Polster and Marty Ross, two (immigrant) Aussie mathematicians, who each week would write about math in the news, providing a new look at old favorites, mathematical history, quirks of school mathematics—whatever took their fancy. All articles were written for a very general audience, with the intention of being as inviting as possible and assuming a minimum of mathematical background. This book examines the hows and whys of writing in mathematics. Finite Mathematics: An Applied Approach, 11th Edition once again lives up to its reputation as a clearly written, comprehensive finite

mathematics book. This Edition builds upon a solid foundation by integrating new features and techniques that further enhance student interest and involvement. All existing problems have been updated to provide relevance and timeliness. Finite Mathematics contains the same elements such as Step-by-Step Examples, Exercise Sets, and Learning Objectives in every chapter. In an engaging and accessible style, this text demonstrates how mathematics applies to various fields of study. The text is packed with real data and real-life applications to business, economics, social and life sciences. Is it possible to make mathematical drawings that help to understand mathematical ideas, proofs, and arguments? The [Author];s of this book are convinced that the answer is yes and the objective of this book is to show how some visualization techniques may be employed to produce pictures that have both mathematical and pedagogical interest. Mathematical drawings related to proofs have been produced since antiquity in China, Arabia, Greece, and India, but only in the last thirty years has there been a growing interest in so-called ``proofs without words''. Hundreds of these have been published in Mathematics Magazine and The College Mathematics Journal, as well as in other journals, books, and on the internet. Often a person encountering a ``proof without words'' may have the feeling that the pictures involved are the result of a serendipitous discovery or the consequence of an exceptional ingenuity on the part of the picture's creator. In this book, the [Author];s show that behind most of the pictures, ``proving'' mathematical relations are some well-understood methods. As the reader shall see, a given mathematical idea or relation may have many different images that justify it, so that depending on the teaching level or the objectives for producing the pictures, one can choose the best alternative. More than 14 percent of the PhD's awarded in the United States during the first four decades of the twentieth century went to women, a proportion not achieved again until the 1980s. This book is the result of a study in which the authors identified all of the American women who earned PhD's in mathematics before 1940, and collected extensive biographical and bibliographical information about each of them. By

reconstructing as complete a picture as possible of this group of women, Green and LaDuke reveal insights into the larger scientific and cultural communities in which they lived and worked. The book contains an extended introductory essay, as well as biographical entries for each of the 228 women in the study. The authors examine family backgrounds, education, careers, and other professional activities. They show that there were many more women earning PhD's in mathematics before 1940 than is commonly thought. Extended biographies and bibliographical information are available from the companion website for the book: www.ams.org/bookpages/hmath-34. The material will be of interest to researchers, teachers, and students in mathematics, history of mathematics, history of science, women's studies, and sociology. The data presented about each of the 228 individual members of the group will support additional study and analysis by scholars in a large number of disciplines. Humorously Uncovers the Reasons Behind Math's Dreadful Reputation and Shows us How we Can Help Prevent Our Own Children From Adopting Similar Phobic Attitudes Wow! This is a powerful book that addresses a long-standing elephant in the mathematics room. Many people learning math ask ``Why is math so hard for me while everyone else understands it?'' and ``Am I good enough to succeed in math?'' In answering these questions the book shares personal stories from many now-accomplished mathematicians affirming that ``You are not alone; math is hard for everyone'' and ``Yes; you are good enough.'' Along the way the book addresses other issues such as biases and prejudices that mathematicians encounter, and it provides inspiration and emotional support for mathematicians ranging from the experienced professor to the struggling mathematics student. --Michael Dorff, MAA President This book is a remarkable collection of personal reflections on what it means to be, and to become, a mathematician. Each story reveals a unique and refreshing understanding of the barriers erected by our cultural focus on ``math is hard.'' Indeed, mathematics is hard, and so are many other things--as Stephen Kennedy points out in his cogent introduction. This collection of essays offers inspiration to students of mathematics and

to mathematicians at every career stage. --Jill Pipher, AMS President This book is published in cooperation with the Mathematical Association of America. There is no question that native cultures in the New World exhibit many forms of mathematical development. This Native American mathematics can best be described by considering the nature of the concepts found in a variety of individual New World cultures. Unlike modern mathematics in which numbers and concepts are expressed in a universal mathematical notation, the numbers and concepts found in native cultures occur and are expressed in many distinctive ways. Native American Mathematics, edited by Michael P. Closs, is the first book to focus on mathematical development indigenous to the New World. Spanning time from the prehistoric to the present, the thirteen essays in this volume attest to the variety of mathematical development present in the Americas. The data are drawn from cultures as diverse as the Ojibway, the Inuit (Eskimo), and the Nootka in the north; the Chumash of Southern California; the Aztec and the Maya in Mesoamerica; and the Inca and Jibaro of South America. Among the strengths of this collection are this diversity and the multidisciplinary approaches employed to extract different kinds of information. The distinguished contributors include mathematicians, linguists, psychologists, anthropologists, and archaeologists. What does style mean in mathematics? Style is both how one does something and how one communicates what was done. In this book, the author investigates the worlds of the well-known numbers, the binomial coefficients. The author follows the example of Raymond Queneau's Exercises in Style. Offering the reader 99 stories in various styles. The book celebrates the joy of mathematics and the joy of writing mathematics by exploring the rich properties of this familiar collection of numbers. For any one interested in mathematics, from high school students on up. This book covers 250 milestones in mathematical history, beginning millions of years ago with ancient "ant odometers" and moving through time to our modern-day quest for new dimensions. Critically acclaimed and commercially successful, this resource is packed with useful information and instruction. Features proven teaching techniques, games, and more. Suitable for parents of children from preschool to age 10. 2006 edition. This book reveals the rich collection of mathematical works located at the nation's first military school, the U.S. Military Academy at West Point. It outlines the relevant history of the Academy, discusses the mathematics department and curriculum, and describes the development of the library during the nineteenth century. A major part of this book is an annotated catalog of the more than 1300 works published between 1496 and 1915 found in the West Point library. Mathematics and its instruction greatly influenced the development of the Academy, the technological growth of America's army, and the standards of the military profession. These events, in turn, were crucial to the overall development of mathematics, mechanics, and engineering during the nineteenth century in the United States. Three individuals played a prominent role in this chronicle: Sylvanus Thayer, Charles Davies, and Albert Church. Listed are rare and historically valuable works in a broad range of mathematical subjects. The collection clearly shows the strong European influence on the early Academy. Also listed are numerous textbooks by West Point faculty and graduates; significant contributions were made by these writers to algebra, geometry, calculus, descriptive geometry, mechanics, surveying, and mathematics education. This book provides an important resource for the general audience as well as for those in pursuit of more scholarly information. It contains many interesting photographs and valuable details about the West Point collection. It is a must-have for anyone interested in mathematical books and collections. Martin Gardner's Mathematical Games columns in Scientific American inspired and entertained several generations of mathematicians and scientists. Gardner in his crystal-clear prose illuminated corners of mathematics, especially recreational mathematics, that most people had no idea existed. His playful spirit and inquisitive nature invite the reader into an exploration of beautiful mathematical ideas along with him. These columns were both a revelation and a gift when he wrote them; no one--before Gardner--had written about mathematics like this. They

continue to be a marvel. This volume, originally published in 1959, contains the first sixteen columns published in the magazine from 1956-1958. They were reviewed and briefly updated by Gardner for this 1988 edition. This is the story of American mathematics during the past century. It contains articles and excerpts from a century of the American Mathematical Monthly, giving the reader an opportunity to skim all one hundred volumes of this popular mathematics magazine without actually opening them. It samples mathematics year by year and decade by decade. The reader can glimpse the mathematical community at the turn of the century, the controversy about Einstein and relativity, the debates about formalism in logic, the immigration of mathematicians from Europe, and the frantic effort to organize as the war began. More recent articles deal with the advent of computers and the changes they brought, and with some of the triumphs of modern research. Discovering Discrete Dynamical Systems is a mathematics textbook designed for use in a student-led, inquiry-based course for advanced mathematics majors. Fourteen modules each with an opening exploration, a short exposition and related exercises, and a concluding project guide students to self-discovery on topics such as fixed points and their classifications, chaos and fractals, Julia and Mandelbrot sets in the complex plane, and symbolic dynamics. Topics have been carefully chosen as a means for developing student persistence and skill in exploration, conjecture, and generalization while at the same time providing a coherent introduction to the fundamentals of discrete dynamical systems. This book is written for undergraduate students with the prerequisites for a first analysis course, and it can easily be used by any faculty member in a mathematics department, regardless of area of expertise. Each module starts with an exploration in which the students are asked an open-ended question. This allows the students to make discoveries which lead them to formulate the questions that will be addressed in the exposition and exercises of the module. The exposition is brief and has been written with the intent that a student who has taken, or is ready to take, a course in analysis can read the material independently. The exposition concludes with exercises which

have been designed to both illustrate and explore in more depth the ideas covered in the exposition. Each module concludes with a project in which students bring the ideas from the module to bear on a more challenging or in-depth problem. A section entitled "To the Instructor" includes suggestions on how to structure a course in order to realize the inquiry-based intent of the book. The book has also been used successfully as the basis for an independent study course and as a supplementary text for an analysis course with traditional content. Discusses how to make mathematics for children enjoyable and why it is important for American children to succeed in mathematics and choose math-based career paths in the future. At the turn of the twentieth century, mathematical scholarship in the United States underwent a stunning transformation. In 1890 no American professor was producing mathematical research worthy of international attention. Graduate students were then advised to pursue their studies abroad. By the start of World War I the standing of American mathematics had radically changed. George David Birkhoff, Leonard Dickson, and others were turning out cutting edge investigations that attracted notice in the intellectual centers of Europe. Harvard, Chicago, and Princeton maintained graduate programs comparable to those overseas. This book explores the people, timing, and factors behind this rapid advance. Through the mid-nineteenth century most American colleges followed a classical curriculum that, in mathematics, rarely reached beyond calculus. With no doctoral programs of any sort in the United States until 1860, mathematical scholarship lagged far behind that in Europe. After the Civil War, visionary presidents at Harvard and Johns Hopkins broadened and deepened the opportunities for study. The breakthrough for mathematics began in 1890 with the hiring, in consecutive years, of William F. Osgood and Maxime Bôcher at Harvard and E. H. Moore at Chicago. Each of these young men had studied in Germany where they acquired vital mathematical knowledge and taste. Over the next few years Osgood, Bôcher, and Moore established their own research programs and introduced new graduate courses. Working with other like-minded individuals

through the nascent American Mathematical Society, the infrastructure of meetings and journals were created. In the early twentieth century Princeton dramatically upgraded its faculty to give the United States the stability of a third mathematics center. The publication by Birkhoff, in 1913, of the solution to a famous conjecture served notice that American mathematics had earned consideration with the European powers of Germany, France, Italy, England, and Russia. The Scholarship of Teaching and Learning (SoTL) movement encourages faculty to view teaching "problems" as invitations to conduct scholarly investigations. In this growing field of inquiry faculty bring their disciplinary knowledge and teaching experience to bear on questions of teaching and learning. They systematically gather evidence to develop and support their conclusions. The results are to be peer reviewed and made public for others to build on. This Notes volume is written expressly for collegiate mathematics faculty who want to know more about conducting scholarly investigations into their teaching and their students' learning. Envisioned and edited by two mathematics faculty, the volume serves as a how-to guide for doing SoTL in mathematics. "This site contains a wealth of information centered on mathematics education, and it nicely complements its research-focused counterpart, the Web site of the American Mathematical Society. Teachers and professors will find a plethora of helpful material in Math DL, the MAA Digital Library. This library contains two online magazines, digital classroom resources, and open source material one can add to his or her Web site."--Choice review, January 2006. This is the first truly comprehensive and thorough history of the development of mathematics and a mathematical community in the United States and Canada. This first volume of the multi-volume work takes the reader from the European encounters with North America in the fifteenth century up to the emergence of a research community the United States in the last quarter of the nineteenth. In the story of the colonial period, particular emphasis is given to several prominent colonial figures—Jefferson, Franklin, and Rittenhouse—and four important early colleges—Harvard, Québec, William & Mary, and Yale. During the first three-quarters of the nineteenth century, mathematics in North America was largely the occupation of scattered individual pioneers: Bowditch, Farrar, Adrain, B. Peirce. This period is given a fuller treatment here than previously in the literature, including the creation of the first PhD programs and attempts to form organizations and found journals. With the founding of Johns Hopkins in 1876 the American mathematical research community was finally, and firmly, founded. The programs at Hopkins, Chicago, and Clark are detailed as are the influence of major European mathematicians including especially Klein, Hilbert, and Sylvester. Klein's visit to the US and his Evanston Colloquium are extensively detailed. The founding of the American Mathematical Society is thoroughly discussed. David Zitarelli is emeritus Professor of Mathematics at Temple University. A decorated and acclaimed teacher, scholar, and expositor, he is one of the world's leading experts on the development of American mathematics. Author or co-author of over a dozen books, this is his magnum opus—sure to become the leading reference on the topic and essential reading, not just for historians. In clear and compelling prose Zitarelli spins a tale accessible to experts, generalists, and anyone interested in the history of science in North America. American History topics such as Colonial America, the Pilgrims, Paul Revere's ride, are the springboards for math problems including, estimation, measurement activities, and more! For use with Grades 4-8. Accessible, engaging, and hard hitting, STEM the Tide is a clarion call to policymakers, administrators, educators, and everyone else concerned about students' participation in the STEM fields and America's competitive global position. "The ancient Greeks argued that the best life was filled with beauty, truth, justice, play and love. The mathematician Francis Su knows just where to find them."--Kevin Hartnett, Quanta Magazine" This is perhaps the most important mathematics book of our time. Francis Su shows mathematics is an experience of the mind and, most important, of the heart."--James Tanton, Global Math Project For mathematician Francis Su, a society without mathematical affection is like a city without concerts, parks, or museums. To miss out on

mathematics is to live without experiencing some of humanity's most beautiful ideas. In this profound book, written for a wide audience but especially for those disenchanted by their past experiences, an award-winning mathematician and educator weaves parables, puzzles, and personal reflections to show how mathematics meets basic human desires--such as for play, beauty, freedom, justice, and love--and cultivates virtues essential for human flourishing. These desires and virtues, and the stories told here, reveal how mathematics is intimately tied to being human. Some lessons emerge from those who have struggled, including philosopher Simone Weil, whose own mathematical contributions were overshadowed by her brother's, and Christopher Jackson, who discovered mathematics as an inmate in a federal prison. Christopher's letters to the author appear throughout the book and show how this intellectual pursuit can--and must--be open to all. An era of sweeping cultural change in America, the postwar years saw the rise of beatniks and hippies, the birth of feminism, and the release of the first video game. This book examines the rise and fall of the new math as a marker of the period's political and social ferment. Martin Gardner enormously expanded the field of recreational mathematics with the Mathematical Games columns he wrote for Scientific American for over 25 years and the more than 70 books he published. He also had a long relationship with the Mathematical Association of America, publishing articles in MAA journals right up to his death in 2010. This book collects the articles Gardner wrote for the MAA in the twenty-first century, together with other articles the MAA published from 1999 to 2012 that spring from and comment on his work. A major aspect of mathematical training and its benefit to society is the ability to use logic to solve problems. The American Mathematics Competitions have been given for more than fifty years to millions of students. This book considers the basic ideas behind the solutions to the majority of these problems, and presents examples and exercises from past exams to illustrate the concepts. Anyone preparing for the Mathematical Olympiads will find many useful ideas here, but people generally interested in logical problem solving should also find the

problems and their solutions stimulating. The book can be used either for self-study or as topic-oriented material and samples of problems for practice exams. Useful reading for anyone who enjoys solving mathematical problems, and equally valuable for educators or parents who have children with mathematical interest and ability. Performing Math tells the history of expectations for math communication—and the conversations about math hatred and math anxiety that occurred in response. Focusing on nineteenth-century American colleges, this book analyzes foundational tools and techniques of math communication: the textbooks that supported reading aloud, the burnings that mimicked pedagogical speech, the blackboards that accompanied oral presentations, the plays that proclaimed performers' identities as math students, and the written tests that redefined "student performance." Math communication and math anxiety went hand in hand as new rules for oral communication at the blackboard inspired student revolt and as frameworks for testing student performance inspired performance anxiety. With unusual primary sources from over a dozen educational archives, Performing Math argues for a new, performance-oriented history of American math education, one that can explain contemporary math attitudes and provide a way forward to reframing the problem of math anxiety. A TeXas Style Introduction to Proof is an IBL textbook designed for a one-semester course on proofs (the "bridge course") that also introduces TeX as a tool students can use to communicate their work. As befitting "textless" text, the book is, as one reviewer characterized it, "minimal." Written in an easy-going style, the exposition is just enough to support the activities, and it is clear, concise, and effective. The book is well organized and contains ample carefully selected exercises that are varied, interesting, and probing, without being discouragingly difficult. This book containing five sets of American Mathematics Competitions 8 Practice tests. All problems have the detailed solutions. All sets were field tested with our students preparing for the AMC 8 Exam of November 2018 and revised based on those tests. This book can be used by students who are preparing for middle school math competitions such as American

Mathematics Competitions 8, Mathcounts, or SAT I and II math exams. In the twentieth century, American mathematicians began to make critical advances in a field previously dominated by Europeans. Harvard's mathematics department was at the center of these developments. A History in Sum is an inviting account of the pioneers who trailblazed a distinctly American tradition of mathematics--in algebraic geometry, complex analysis, and other esoteric subdisciplines that are rarely written about outside of journal articles or advanced textbooks. The heady mathematical concepts that emerged, and the men and women who shaped them, are described here in lively, accessible prose. The story begins in 1825, when a precocious sixteen-year-old freshman, Benjamin Peirce, arrived at the College. He would become the first American to produce original mathematics--an ambition frowned upon in an era when professors largely limited themselves to teaching. Peirce's successors transformed the math department into a world-class research center, attracting to the faculty such luminaries as George David Birkhoff. Influential figures soon flocked to Harvard, some overcoming great challenges to pursue their elected calling. A History in Sum elucidates the contributions of these extraordinary minds and makes clear why the history of the Harvard mathematics department is an essential part of the history of mathematics in America and beyond. "The book acquaints the reader with the most important works of these six eminent members of the St. Petersburg school. A short biography is given for each of them, followed by an exposition of some of his most significant contributions. Each contribution is presented as a summary of the author's original work and is followed by commentary. Certain works receive relatively complete expositions, while others are dealt with more briefly." "With a Foreword written for the English edition, this volume will appeal to a broad mathematical audience, including mathematical historians and mathematicians working in number theory."--Jacket. This book provides the means for improving instruction, and describes the broad spectrum of mathematical skills and perspective students should develop. The curriculum recommendations section shows where to look for reports and course resources that will help in teaching. Extensive descriptions of advising programmes that work are included, along with suggestions for teaching that describe a wide range of instructional techniques.

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