(iiii)	Direction cosines of the line passing through the points A (-4, 2, 3) and B (1, 3, -2)	
	are	
	(a) $\pm \frac{1}{\sqrt{51}}$, $\pm \frac{5}{\sqrt{51}}$, $\pm \frac{1}{\sqrt{51}}$ (b) $\pm \frac{5}{\sqrt{51}}$, $\pm \frac{5}{\sqrt{51}}$, $\pm \frac{-5}{\sqrt{51}}$	
	$\sqrt{51}$ $\sqrt{51}$ $\sqrt{51}$ $\sqrt{51}$ $\sqrt{51}$ $\sqrt{51}$ $(6) \pm \sqrt{5}, \pm 1, \pm 5$ $(6) \pm \sqrt{5}, \pm \sqrt{51}, \pm \sqrt{51}$	(0)
	(a) ± V31, ± V31, ± V31	(2)
Q. 1.	(B) Attempt any THREE of the following:	[6]
(i)	Write truth values of the following statements:	
	(a) $\sqrt{5}$ is an irrational number but $3 + \sqrt{5}$ is a complex number.	(2)
	(b) $\exists n \in \mathbb{N} \text{ such that } n+5 > 10.$	(2)
(ii)	If $\overline{c} = 3\overline{a} - 2\overline{b}$ then prove that $[\overline{a} \ \overline{b} \ \overline{c}] = 0$	(2)
(iii)	Find the vector equation of the plane which is at a distance of 5 units from the origin and which is normal to the vector $2\hat{i} + \hat{j} + 2\hat{k}$.	(2)
(iv)	The Cartesian equations of the line are: $3x + 1 = 6y - 2 = 1 - z$.	
	Find its equation in vector form.	(2)
(v)	Find the direction ratios of a vector perpendicular to the two lines	
	whose direction ratios are -2 , 1, -1 , and -3 , -4 , 1.	(2)
Q. 2.	(A) Attempt any TWO of the following:	[6]
(i)	Using truth table, prove the following logical equivalence:	
	$(p \land q) \rightarrow r \equiv p \rightarrow (q \rightarrow r)$	(3)
(ii)	Find the joint equation of the pair of lines through the origin each of	
	which is making an angle of 30° with the line $3v + 2v = 11 = 0$	20000

(iii) Show that:
$$2\sin^{-1}\left(\frac{3}{5}\right) = \tan^{-1}\left(\frac{24}{7}\right)$$
 (3)

TS1

(B) Attempt any TWO of the following:

is
$$\begin{bmatrix} a & b & c \end{bmatrix}$$
, hence find the volume of the parallelopiped whose conteminous edges are $\hat{i} + \hat{j}$, $\hat{j} + \hat{k}$, $\hat{k} + \hat{i}$. (4)

(iii) Solve the following LPP by using graphical method.

Maximize:
$$Z = 6x + 4y$$

Subject to $x \le 2$, $x + y \le 3$, $-2x + y \le 1$, $x \ge 0$, $y \ge 0$.
Also find maximum value of Z .

(4)

Q. 3. (A) Attempt any TWO of the following:

(i) In
$$\triangle ABC$$
 with usual notations, prove that $2a\left\{\sin^2\frac{C}{2} + c\sin^2\frac{A}{2}\right\} = (a+c-b)$ (3)

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in quantitative reasoning or introductory statistics Social themes include electoral issues environmental justice equity inequity human rights and racial justice including topics such as gentrification partisan gerrymandering policing and more The volume editors are leaders of the national movement to include social justice material in mathematics teaching and jointly edited the earlier AMS MAA volume Mathematics for Social Justice Resources for the College Classroom Gizem Karaali is Professor of Mathematics at Pomona College She is a past chair of the Special Interest Group of the MAA on Quantitative Literacy SIGMAA QL She is one of the founding editors of The Journal of Humanistic Mathematics senior editor of Numeracy and an associate editor for The Mathematical Intelligencer she also serves on the editorial board of the MAA s Classroom Resource Materials series Lily Khadjavi is Professor and Chair of Mathematics at Loyola Marymount University and is a past co-chair of the Infinite Possibilities Conference In 2020 she was appointed by the California State Attorney General to the Racial and Identity Profiling Act Board which works with the California Department of Justice She currently serves on the editorial board of the MAA's Spectrum series and the Human Resources Advisory Committee for the Mathematical Sciences Research Institute in Berkeley Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements It is every educator s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom Pre Service and In Service Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods Highlighting a range of topics such as teacher preparation programs teaching standards and fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the Psychological and Pedagogical Considerations in Digital Textbook Use and Development Railean, education field Elena, 2015-04-30 This book offers balanced coverage of the technological solutions that contribute to the design of digital textbooks and contribute to achieving learning objectives offering an emphasis on assessment mechanisms and learning theory South African national bibliography, 1999 Classified list with author and title index **Effectiveness of** teachers' guides in the Global South Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education's study on teachers guides across 13 countries and 19 projects Using quantitative and qualitative methods we examine how teachers guides across the projects differ and find substantial variation in the design and structure of the documents We develop a scripting index so that the scripting levels of the guides can be compared across projects The impact results of the programs that use teachers guides show significant impacts on learning outcomes associated with approximately an additional half year of learning showing that structured teachers guides

contribute to improved learning outcomes During observations we find that teachers make a variety of changes in their classroom instruction from how the guides are written showing that the utilization of structured teachers guides do not create robotic teachers unable to use their own professional skills to teach children Unfortunately many changes that teachers make reduce the amount of group work and interactivity that was described in the guides suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide The report includes a set of research based guidelines that material developers can use to develop teachers guides that will support effective instructional practices and help improve learning outcomes The key takeaway from the report is that structured teachers guides improve learning outcomes but that overly scripted teachers guides are somewhat less effective than simplified teachers guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide

A Practice-based Model of STEM Teaching Alpaslan Sahin, 2015-07-21 The STEM Students on the Stage SOS TM model was developed by Harmony Public Schools with the goal of teaching rigorous content in an engaging fun and effective way In this book you will learn that the STEM SOS model is not only helping students learn STEM content and develop 21st century skills but also helping teachers improve their classroom climate through increased student teacher communication and a reduction in classroom management issues There are at least two ways in which this book is innovative First you will find student videos and websites associated with QR codes readers can use their QR readers to watch student videos related to the content in the chapter and see student e portfolio samples at their Google sites This provides the opportunity to see that what is discussed in the book actually happened Second the book is not about a theory it is an actual implemented model that has evolved through the years and has been used in more than 25 schools since 2012 Every year the model continues to be improved to increase its rigor and ease of implementation for both teachers and students In addition to using the book as a classroom teacher resource and guide it can also be used as a textbook in advanced graduate level curriculum and instruction educational leadership and STEM education programs Therefore STEM educators leaders pre service and in service teachers and graduate students will all benefit from reading this book Appendices will be one of the favorite aspects of this book for teachers who are constantly looking for ready to use student and teacher handouts and activities Full handouts including formative and summative assessments materials and grading rubrics will provide an opportunity for teachers and curriculum directors to understand the ideas and secrets behind the STEM SOS model Lastly STEM directors will find this to be one of the best STEM teaching model examples on the market because the model has fully accessible student and teacher handouts assessment materials rubrics and hundreds of student products e portfolios including video presentations and project brochures online Early mathematics counts Yasmin A Sitabkhan, Linda Platas, 2018-07-23 This occasional paper examines common instructional strategies in early grade mathematics interventions through a review of studies in classrooms in low and middle income countries Twenty four studies met the criteria for inclusion and analyses

reveal four sets of instructional strategies for which there is evidence from multiple contexts Of the 24 studies 16 involved the use of multiple representations 10 involved the use of developmental progressions 6 included supporting student use of explanation and justification and 5 included integration of informal mathematics Based on the review we provide conclusions and recommendations for future research and policy

Handbook of Special Education Research, Volume I Thomas W. Farmer, Elizabeth Talbott, Kristen McMaster, David Lee, Terese C. Aceves, 2022-05-10 Divided into two volumes Handbook of Special Education Research provides a comprehensive overview of critical issues in special education research This first volume addresses key topics in theory methods and development exploring how these three domains interconnect to build effective special education research Each chapter features considerations for future research and implications for fostering continuous improvement and innovation Essential reading for researchers and students of special education this handbook brings together diverse and complementary perspectives to help move the field forward

Teaching Secondary

Mathematics Gregory Hine, Judy Anderson, Robyn Reaburn, Michael Cavanagh, Linda Galligan, Bing H. Ngu, Bruce

White, 2021-09-24 Teaching Secondary Mathematics is the essential guide for preservice mathematics teachers in Australia

Student Voices in Formative Assessment Feedback Pernille Fiskerstrand, Wenke Mork Rogne, Paul Kessler Rogers Fabienne Van Der Kleij, 2025-10-23 This Research Topic seeks to bring forward new empirical research on students, experiences and emotions toward formative assessment feedback Research on formative assessment has expanded considerably over the last decades Lee et al 2020 Morris et al 2021 Shute 2008 and research has identified positive learning effects from the student's perspective Weurlander et al 2012 However in their extensive review Van der Kleij and Lipnevich 2021 found that the field of students perceptions of assessment feedback lacks clear definitions in addition to deeper relations to theory Methodological shortcomings in self reporting feedback studies are also found in Brown and Zhao 2023 Consequently the relatively large body of research on the topic is isolated and diverse As such the existing research offers minimal understanding of the connection between students perceptions of feedback their engagement with it and the outcome of the assessment feedback Van der Kleij Winstone Elementary students view of formative assessment processes and outcomes Assessment environment for different groups levels of students Longitudinal perspectives on emotions towards formative assessment Theoretical approaches to students perceptions of assessment feedback Students view of the feedback process as generators of feedback Students experiences of use of AI in assessment **Teacher Quality, Instructional** Quality and Student Outcomes Trude Nilsen, Jan-Eric Gustafsson, 2016-09-19 This volume offers insights from modeling relations between teacher quality instructional quality and student outcomes in mathematics across countries The relations explored take the educational context such as school climate into account The International Association for the Evaluation of Educational Achievement's Trends in Mathematics and Science Study TIMSS is the only international large scale study possessing a design framework that enables investigation of relations between teachers their teaching and student outcomes

in mathematics TIMSS provides both student achievement data and contextual background data from schools teachers students and parents for over 60 countries This book makes a major contribution to the field of educational effectiveness especially teaching effectiveness where cross cultural comparisons are scarce For readers interested in teacher quality instructional quality and student achievement and motivation in mathematics the comparisons across cultures grades and time are insightful and thought provoking For readers interested in methodology the advanced analytical methods combined with application of methods new to educational research illustrate interesting novel directions in methodology and the secondary analysis of international large scale assessment ILSA Balancing the Tension between Digital Technologies and Learning Sciences Dirk Ifenthaler, Demetrios G. Sampson, Pedro Isaías, 2021-02-16 This volume focuses on the implications of digital technologies for educators and educational decision makers that is not widely represented in the literature While there are many volumes on how one might integrate a particular technology there are no volumes on how digital technologies can or should be exploited to address the needs and propel the benefits of large scale teaching learning and assessment

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