

Question list

Question 3

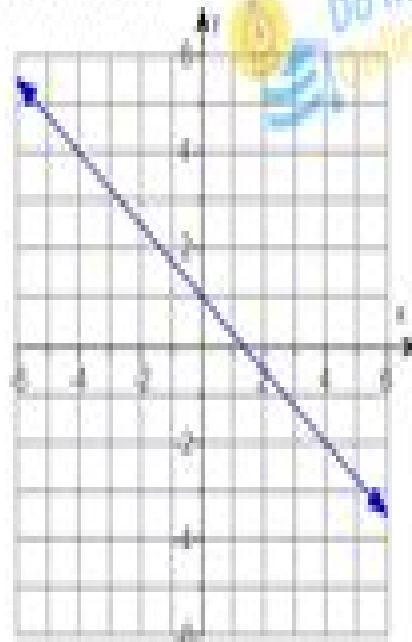
Question 4

Question 5

Question 6

Question 7

- a) Determine whether the graph illustrated represents a function.
- b) Give the domain and range of each function or relation.
- c) Determine the y-value(s) in the range that correspond to $x = -4$.
- d) Determine the x-value(s) in the domain that correspond to $y = -2$.



- ☐ C. No, because a vertical line cannot be drawn to intersect the graph at more than one point.
- ☒ D. Yes, because a vertical line cannot be drawn to intersect the graph at more than one point.

b) Give the domain and range of the given function or relation.

The domain is $(-\infty, \infty)$.

(Type your answer in interval notation.)

The range is $(-\infty, \infty)$.

(Type your answer in interval notation.)

c) List the value(s) of y that corresponds to $x = -4$.

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Advancing Online Teaching Kevin Kelly, Todd D. Zakrajsek, 2023-07-03 The goal of teaching online is fundamentally the same as teaching face to face facilitating the learning of all students to the greatest extent possible This book differs from other books on online teaching in that in the process of offering guidance on course design and planning developing outcomes and appropriate engaging activities managing the workload and assessment the authors pay explicit attention throughout to the distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning By following those principles from the outset when planning a course all students will benefit and most particularly those whom the research shows have the greatest achievement gaps when taking online courses males first generation and low income students those from underrepresented minority groups the academically underprepared students with disabilities and those with limited online access or lacking readiness for online learning Beyond good planning and design Kelly and Zakrajsek offer ideas for creating inclusive course environments and activities such as using culturally appropriate content and making it accessible in multiple formats They also share methods to foster faculty learner interaction and increase personal connections with students and among students through group activities or learning communities which are so critical to motivation and success Faculty new to online teaching as well as more experienced readers will find a wealth of practical guidance on developing and honing both fully online and blended courses and as importantly a wealth of proven ideas to help the new generation of students with diverse needs to succeed

Building Online Learning Communities Rena M. Palloff, Keith Pratt, 2007-07-20 Building Online Learning Communities further explores the development of virtual classroom environments that foster a sense of community and empower students to take charge of their learning to successfully achieve learning outcomes This is the second edition of the groundbreaking book by Rena Palloff and Keith Pratt and has been completely updated and expanded to include the most current information on effective online course development and delivery A practical hands on guide this resource is filled with illustrative case studies vignettes and examples from a wide variety of successful online courses The authors offer proven strategies for handling challenges that include Engaging students in the formation of an online learning community Establishing a sense of presence online Maximizing participation Developing effective courses that include collaboration and reflection Assessing student performance Written for faculty in any distance learning environment this

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