



## IB Math Exploration

Although the aluminum can and the wood chip were ere close together, there was still a large amount of heat loss to the surroundings. This resulted in a lower temperature reading, which in turn reduced our AT value. Thus reducing our overall enthalpy of combustion and is one of the reasons why the theoretical value does not fall within our experimental range. A way we could possibly reduce this error is to alter the apparatus and let as little air escape as possible which would keep energy losses to a minimum while maintaining a stable environment for the wood chip to combustion.

Ideally we could have the apparatus inside a glass chamber with a hole for the temperature probe and a hole to light the. Another source of error we must take into a count was the improper use of the temperature probe. Instead of letting the probe sit freely in the aluminum can producing an accurate measurement; we let the probe sink to the bottom of the can where it would record a higher temperature due to the hot spot in the water. This has an impact on our experimental value and would be a reason why our experimental value is higher than the theoretical one.

This is not the case due to the act that heat loss reduces the amount of energy gained by a substantial amount compared to how much is gained from a rise in temperature. We could have simply eliminated this error by keeping the probe suspended in the water and giving it a stir every once in a while in order to reach uniform temperature in the can. A couple of minor errors I noticed were the fact that we used a graduated cylinder to measure our amount of water. Then we poured that water into our aluminum can but we weren't able to pour every ounce of water out of the cylinder.

Thus affecting our mass in our mica formula for water and having an overall negative affect on our enthalpy value. Another minor thing was that as I noted in my qualitative data I incomplete combustion since soot (or otherwise known as impure carbon particles) is one of the products from that reaction. In this type of reaction less energy is released, thus dropping our enthalpy of combustion value to even further below our theoretical value. In order to fix these minor errors we can fill our can directly from the tap as well as have a greater supply of clean oxygen for the reaction to occur.

# Ib Exploration Math Examples

**Betty Coombs**



## **Ib Exploration Math Examples:**

**Exploring Mathematics with CAS Assistance** Lydia S. Novozhilova, Robert D. Dolan, 2022-11-08 Exploring Mathematics with CAS Assistance is designed as a textbook for an innovative mathematics major course in using a computer algebra system CAS to investigate explore and apply mathematical ideas and techniques in problem solving The book is designed modularly with student investigations and projects in number theory geometry algebra single variable calculus and probability The goal is to provoke an inquiry mindset in students and to arm them with the CAS tools to investigate low entry open ended questions in a variety of mathematical arenas Because of the modular design the individual chapters could also be used selectively to design student projects in a number of upper division mathematics courses These projects could in fact lead into undergraduate research projects The existence of powerful computer algebra systems has changed the way mathematicians perform research this book enables instructors to put some of those new methods and approaches into their undergraduate instruction Prerequisites include a basic working knowledge of discrete mathematics and single variable calculus Programming experience and some basic familiarity with elementary probability and statistics are beneficial but not required The book takes a software agnostic approach and emphasizes algorithmic structure of solution methods by systematically providing their step by step verbal descriptions or suitable pseudocode that can be implemented in any CAS Here is a possible addition to the book description about this new information The code templates for the labs from the book are now available on the github an AI powered developer platform for sharing codes A user can find the Jupyter Notebooks with the labs in the repository [https://github.com/LidaUrazhdina/LabTemplates\\_for\\_Math\\_with\\_CAS](https://github.com/LidaUrazhdina/LabTemplates_for_Math_with_CAS) Here is a possible addition to the book description about this new information The code templates for the labs from the book are now available on the github an AI powered developer platform for sharing codes A user can find the Jupyter Notebooks with the labs in the repository [https://github.com/LidaUrazhdina/LabTemplates\\_for\\_Math\\_with\\_CAS](https://github.com/LidaUrazhdina/LabTemplates_for_Math_with_CAS)

**Exploring Issues of Continuity: The International Baccalaureate in a wider context** Jeff Thompson, Mary Hayden, 2013-09-09 Exploring Issues of Continuity The IB in a wider context examines continuity across the IB programmes and more widely across the sphere of international education

**Exploring Mathematics** Craig Johnson, 2014-08 Exploring Mathematics Investigations with Functions is intended for a one or two term course in mathematics for college students majoring in the social sciences English history music art education or any of the other majors within liberal arts The mathematics course of this scope with an algebra prerequisite is a popular selection for liberal arts students This 9 chapter textbook offers modern applications of mathematics in the liberal arts as well as aesthetic features of this rich facet of history and ongoing advancement of human society With a central theme around the use of the concept of functions and the inclusion of unique topics and chapters Exploring Mathematics enables students to explore the next level of mathematics It attempts to answer the questions How does mathematics help us to better our society and understand the world around us and What are some of the unifying ideas of

mathematics The central theme helps to impress upon the student the feeling that mathematics is more than a disconnected potpourri of rules and tricks Although it would be inappropriate to force a functional connection in every single section the theme is used whenever possible to provide conceptual bridges between chapters Developing the concept of a function augments the presentation of many topics in every chapter The Text s Objectives The author chose the topics based on meeting the specific NCTM curriculum standards to

- 1 Strengthen estimation and computational skills
- 2 Utilize algebraic concepts
- 3 Emphasize problem solving and reasoning
- 4 Emphasize pattern and relationship recognition
- 5 Highlight importance of units in measurement
- 6 Highlight importance of the notion of a mathematical function
- 7 Display mathematical connections to other disciplines

**Introducing the IB Diploma Programme** Marc Abrioux, Jill Rutherford, 2013-02-14 Schools wishing to introduce the IB diploma programme are faced with major investment in terms of time effort and money in order to become authorised This manual is a resource for schools already offering the diploma as well as for prospective diploma schools

*Explorations 1 in Math* Betty Coombs, 1993

[A Problem Solving Approach to Mathematics for Elementary School Teachers](#) Rick Billstein, 1997 Sixth ed also published under title [A problem solving approach to mathematics](#) Includes bibliographical references and index

[17th International Geochemical Exploration Symposium "Exploring the Tropics"](#) Kaylene S. Camuti, 1995

**Pedagogy in a New Tonality** Peter Gouzouasis, 2011 This is a book for teachers by teachers from elementary school to university level classrooms It is about the use of creative instructional strategies in K 12 class room settings and the transformations the teachers made in their journeys from being traditional practitioners to becoming pedagogical in their approaches to teaching and learning across the curriculum Over twenty teachers conducted research in their classrooms on the implementation of creative strategies tactics graphics organizers and visual journals in teaching and learning They have written their inquiries in a narrative style informed by various forms of arts based educational research Their research is approachable and usable by other teachers who are interested in becoming reflective reflexive practitioners Many of the strategies tactics and graphics organizers are described by Barrie Bennett in his widely used textbook *Beyond Monet The Artful Science of Instructional Intelligence* However through their journeys of becoming teacher learner researchers many discovered numerous creative variations of Bennett s work as it was implemented in their classrooms While there are many professional books that provide ideas on collaborative learning and creative teaching approaches there is very little published research on the efficacy of these concepts in the K 12 classroom These inquiries provide practical insights into how inspired teachers can conduct research on improving their own practice as well as on greatly improving their students learning

[Applied Mathematics for Business, Economics, Life Sciences, and Social Sciences](#) Raymond A. Barnett, Michael R. Ziegler, Karl E. Byleen, 2000 Written in a student friendly format this text prepares students to understand finite mathematics and calculus used in a wide range of disciplines Covering relevant topics from finance linear algebra programming and probability the Seventh Edition places emphasis on computational skills ideas

and problem solving Other highlights include a rich variety of applications and integration of graphing calculators

**Mathematical Chronicle** ,1985    **Teaching Children Mathematics** ,2000    **The 1986 Educational Software Preview Guide** California. State Department of Education,1986    **R.R. Bowker's Software for Schools** ,1987  
Mathematics ,1991    **Finite Mathematics for Business, Economics, Life Sciences, and Social Sciences** Raymond A. Barnett,Michael R. Ziegler,Karl E. Byleen,1999 This text contains examples and exercises illustrating the use of regression techniques to analyze real data Graphing calculator and spreadsheets output is included    **Cambridge University Guide to Courses** ,2002    **Making the Connection** Marilyn Paula Carlson,Chris Rasmussen,2008 The chapters in this volume convey insights from mathematics education research that have direct implications for anyone interested in improving teaching and learning in undergraduate mathematics This synthesis of research on learning and teaching mathematics provides relevant information for any math department or individual faculty member who is working to improve introductory proof courses the longitudinal coherence of precalculus through differential equations students mathematical thinking and problem solving abilities and students understanding of fundamental ideas such as variable and rate of change Other chapters include information about programs that have been successful in supporting students continued study of mathematics The authors provide many examples and ideas to help the reader infuse the knowledge from mathematics education research into mathematics teaching practice University mathematicians and community college faculty spend much of their time engaged in work to improve their teaching Frequently they are left to their own experiences and informal conversations with colleagues to develop new approaches to support student learning and their continuation in mathematics Over the past 30 years research in undergraduate mathematics education has produced knowledge about the development of mathematical understandings and models for supporting students mathematical learning Currently very little of this knowledge is affecting teaching practice We hope that this volume will open a meaningful dialogue between researchers and practitioners toward the goal of realizing improvements in undergraduate mathematics curriculum and instruction  
**Quarterly Review** ,1861    **The National Quarterly Review** ,1879    For the Learning of Mathematics ,1994

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