

Mathematical Induction Examples

Solution: Let, $P(n) = \frac{1}{1 \times 2} + \frac{1}{2 \times 3} + \frac{1}{3 \times 4} + \dots + \frac{1}{n(n+1)} = \frac{n}{n+1}$

$$P(1) = \frac{1}{1 \times 2} = \frac{1}{1+1} \quad (\text{By substituting } n=1 \text{ on both sides})$$

$\therefore P(1)$ is true.

Let, $P(n)$ be true for some natural number K .

$$\text{i.e., } P(K) = \frac{1}{1 \times 2} + \frac{1}{2 \times 3} + \frac{1}{3 \times 4} + \dots + \frac{1}{K(K+1)} = \frac{K}{K+1}$$

Now,

$$\begin{aligned} P(K+1) &= \frac{1}{1 \times 2} + \frac{1}{2 \times 3} + \frac{1}{3 \times 4} + \dots + \frac{1}{K(K+1)} + \frac{1}{(K+1)(K+2)} \\ &= \frac{K}{K+1} + \frac{1}{(K+1)(K+2)} \quad [\because P(K) \text{ is true}] \end{aligned}$$

Mathematical Induction Problems With

Paul Carus



Mathematical Induction Problems With:

Mathematical Induction 101 Duc Van Khanh Tran, 2023-01-02 This book starts with a brief introduction of mathematical induction and provides 101 practice problems of mathematical induction proofs The problems have various levels of difficulty and cover a wide range of topics sequences series products inequality trigonometry floor function derivatives integrals matrices set theory etc Those who want to learn about mathematical induction can learn from this book and those who are already familiar with mathematical induction can find some fun problems to practice Reviews In the ideal situation every college student should learn some mathematics with the depth and difficulty largely varying As in the practice of most refined universities mathematical education should never be standardized Meanwhile math induction is one of the key tools that students need to know Based on my teaching experiences to many Chinese and international students I found Tran s book fairly interesting and accessible *Mathematical Induction 101* contains 101 carefully chosen exercise problems I believe that Tran s book will prove to be useful for college students in the broad range of arts and sciences Hopefully many will appreciate the beauty and power of mathematical reasoning with mastery of math induction after using this book Prof Chunwei Song Peking University This book provides an interesting collection of identities and inequalities that can be proved by mathematical induction These 101 practices will be useful to learn standard techniques Some of the topics and their solutions would also be found stimulating even for advanced students of mathematics Prof Hiroaki Nakamura Osaka University This book provides almost all types of problems in high school and collegiate mathematics which can be solved by mathematical induction To each problem a self contained and detailed solution is given Difficulty ranges from quite elementary to somewhat complex Among them there are many interesting ones I am particularly interested in problems related to the Fibonacci sequence floor function and iterated functions Prof Emeritus Young One Kim Seoul National University As a mathematics student this is a book I would have loved in my introductory proof class Duc Van Khanh Tran has written up a fantastic way to both learn and practice one of the most essential tools in a mathematician s toolkit Induction It s difficult to find such a large comprehensive array of well written and demonstrative practice problems which makes this all the more valuable a resource Duc Van Khanh Tran carefully pens each solution to be as intuitive and explanatory as possible so the risk of confusion at a solution is minimal The vast amount of problems is complemented by the vast array of topics the book covers Inequalities sequences trigonometry power series derivatives and integrals are only some of the concepts found guaranteeing that anyone interested in math will get something new out of this book I ve tried a few of these for fun I really like the integral problems myself All in all if you d like to learn about induction hone your induction skills or just want a bunch of fun induction problems purchase away You won t regret it Said Kaili Undergraduate Student of Mathematics University of Virginia Despite minimal prior proof background I can grasp the main scopes of the book without much difficulty Indeed Duc Tran s book provides clear instructions comprehensive content and helpful problems that ease students

into learning mathematical induction Ky Minh Vinh Nguyen Undergraduate Student of Informatics University of Texas at Austin

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Distributions Sampling Theory Confidence Intervals Point Estimation Hypothesis Testing Regression and Correlation Analysis Non Parametric Methods Chi Square and Contingency Tables Miscellaneous Applications Chapter 10 Boolean Algebra Boolean Algebra and Boolean Functions Minimization Switching Circuits Chapter 11 Linear Programming and the Theory of Games Systems of Linear Inequalities Geometric Solutions and Dual of Linear Programming Problems The Simplex Method Linear Programming Advanced Methods Integer Programming The Theory of Games Index WHAT THIS BOOK IS FOR

Students have generally found finite and discrete math difficult subjects to understand and learn Despite the publication of hundreds of textbooks in this field each one intended to provide an improvement over previous textbooks students of finite and discrete math continue to remain perplexed as a result of numerous subject areas that must be remembered and correlated when solving problems Various interpretations of finite and discrete math terms also contribute to the difficulties of mastering the subject In a study of finite and discrete math REA found the following basic reasons underlying the inherent difficulties of finite and discrete math No systematic rules of analysis were ever developed to follow in a step by step manner to solve typically encountered problems This results from numerous different conditions and principles involved in a problem that leads to many possible different solution methods To prescribe a set of rules for each of the possible variations would involve an enormous number of additional steps making this task more burdensome than solving the problem directly due to the expectation of much trial and error Current textbooks normally explain a given principle in a few pages written by a finite and discrete math professional who has insight into the subject matter not shared by others These explanations are often written in an abstract manner that causes confusion as to the principle s use and application Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of applications and different aspects of the principle being studied The numerous possible variations of principles and their applications are usually not discussed and it is left to the reader to discover this while doing exercises Accordingly the average student is expected to rediscover that which has long been established and practiced but not always published or adequately explained The examples typically following the explanation of a topic are too few in number and too simple to enable the student to obtain a thorough grasp of the involved principles The explanations do not provide sufficient basis to solve problems that may be assigned for homework or given on examinations Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material between steps and as a result requires the reader to figure out the missing information This leaves the reader with an impression that the problems and even the subject are hard to learn completely the opposite of what an example is supposed to do Poor examples are often worded in a confusing or obscure way They might not state the nature of the problem or they present a solution which appears to have no direct relation to the problem These problems usually offer an overly general discussion never revealing how or what is to be solved Many examples do not include accompanying diagrams or graphs denying the reader the exposure necessary for drawing good diagrams and graphs Such practice only

strengthens understanding by simplifying and organizing finite and discrete math processes Students can learn the subject only by doing the exercises themselves and reviewing them in class obtaining experience in applying the principles with their different ramifications In doing the exercises by themselves students find that they are required to devote considerable more time to finite and discrete math than to other subjects because they are uncertain with regard to the selection and application of the theorems and principles involved It is also often necessary for students to discover those tricks not revealed in their texts or review books that make it possible to solve problems easily Students must usually resort to methods of trial and error to discover these tricks therefore finding out that they may sometimes spend several hours to solve a single problem When reviewing the exercises in classrooms instructors usually request students to take turns in writing solutions on the boards and explaining them to the class Students often find it difficult to explain in a manner that holds the interest of the class and enables the remaining students to follow the material written on the boards The remaining students in the class are thus too occupied with copying the material off the boards to follow the professor s explanations This book is intended to aid students in finite and discrete math overcome the difficulties described by supplying detailed illustrations of the solution methods that are usually not apparent to students Solution methods are illustrated by problems that have been selected from those most often assigned for class work and given on examinations The problems are arranged in order of complexity to enable students to learn and understand a particular topic by reviewing the problems in sequence The problems are illustrated with detailed step by step explanations to save the students large amounts of time that is often needed to fill in the gaps that are usually found between steps of illustrations in textbooks or review outline books The staff of REA considers finite and discrete math a subject that is best learned by allowing students to view the methods of analysis and solution techniques This learning approach is similar to that practiced in various scientific laboratories particularly in the medical fields In using this book students may review and study the illustrated problems at their own pace students are not limited to the time such problems receive in the classroom When students want to look up a particular type of problem and solution they can readily locate it in the book by referring to the index that has been extensively prepared It is also possible to locate a particular type of problem by glancing at just the material within the boxed portions Each problem is numbered and surrounded by a heavy black border for speedy identification

A Study of the Problems Involved in Teaching Mathematical Induction on the High School Level with Suggested Possible Solutions Andrea Susann Rostad, 1966

Comprehensive Discrete Mathematics & Structures , *Learning Through Teaching Mathematics* Roza Leikin, Rina Zazkis, 2010-04-10 The idea of teachers Learning through Teaching LTT when presented to a naive bystander appears as an oxymoron Are we not supposed to learn before we teach After all under the usual circumstances learning is the task for those who are being taught not of those who teach However this book is about the learning of teachers not the learning of students It is an ancient wisdom that the best way to truly learn something is to teach it to others Nevertheless once a teacher has

taught a particular topic or concept and consequently truly learned it what is left for this teacher to learn As evident in this book the experience of teaching presents teachers with an exciting opportunity for learning throughout their entire career This means acquiring a better understanding of what is being taught and moreover learning a variety of new things What these new things may be and how they are learned is addressed in the collection of chapters in this volume LTT is acknowledged by multiple researchers and mathematics educators In the first chapter Leikin and Zazkis review literature that recognizes this phenomenon and stress that only a small number of studies attend systematically to LTT processes The authors in this volume purposefully analyze the teaching of mathematics as a source for teachers own learning

A Student's Guide to the Study, Practice, and Tools of Modern Mathematics Donald Bindner, Martin Erickson, 2010-11-29 A Student's Guide to the Study Practice and Tools of Modern Mathematics provides an accessible introduction to the world of mathematics It offers tips on how to study and write mathematics as well as how to use various mathematical tools from LaTeX and Beamer to Mathematica and Maple to MATLAB and R Along with a color insert the text includes

[Advanced Engineering Calculus: A Collection Of Problems With Solutions](#) Veselin Jungic, 2025-11-05 Advanced Engineering Calculus is a content rich user friendly and compact learning and teaching resource It offers over 440 problems many with multiple parts as well as detailed figures to aid readers in visualizing and understanding the topics covered Engaging with a wide range of advanced calculus topics and their applications this book caters to students enrolled in the sciences and applied sciences Each chapter begins with an accessible summary of the relevant mathematical notions and their properties Questions are sorted by topic and accompanied by detailed solutions To further aid readers precise and consistent mathematical notation and vocabulary are used throughout This produces a learning resource capable of clearly communicating complex and advanced calculus ideas and their applications In short this book serves as a cross between a handbook a learning guide and rich teaching resource on a wide range of advanced calculus topics something that has been missing in the otherwise crowded field of calculus titles

A Primer in Combinatorics Alexander Kheyfits, 2021-09-07 The second edition of this well received textbook is devoted to Combinatorics and Graph Theory which are cornerstones of Discrete Mathematics Every section begins with simple model problems Following their detailed analysis the reader is led through the derivation of definitions concepts and methods for solving typical problems Theorems then are formulated proved and illustrated by more problems of increasing difficulty

Mathematical Induction M. Saiprasad, 2017-11-08 This book explains you about mathematical induction by means of cluster of worked out examples Mathematical induction is a mathematical proof technique used to prove a given statement about any well ordered set Most commonly it is used to establish statements for the set of all natural numbers Mathematical induction is a form of direct proof usually done in two steps When trying to prove a given statement for a set of natural numbers the first step known as the base case is to prove the given statement for the first natural number The second step known as the inductive step is to prove that if the statement is assumed to be true for any one natural number then it must be

true for the next natural number as well Having proved these two steps the rule of inference establishes the statement to be true for all natural numbers In common terminology using the stated approach is referred to as using the Principle of mathematical induction

Mathematical Induction M. Saiprasad B.Sc(math) B.E(civil) MIE(india),2017-11-25

Mathematical induction is an accepted method of proof It must be easy But in academics nothing is easy We have to break open every single concept of mathematics to make the things easier for us First comes first what are natural numbers Go and explore A worked out example is worth 1000 theories This book covers all the concepts useful for students of 10th class all the way to degree classes The reader often comes across very difficult problems Those problems can be found in this book Theory is somewhat less but worked out examples are plenty

Reading, Writing, and Proving Ulrich Daepf, Pamela Gorkin,2011-06-23 This book which is based on Plya's method of problem solving aids students in their transition from calculus or precalculus to higher level mathematics The book begins by providing a great deal of guidance on how to approach definitions examples and theorems in mathematics and ends with suggested projects for independent study Students will follow Plya's four step approach analyzing the problem devising a plan to solve the problem carrying out that plan and then determining the implication of the result In addition to the Plya approach to proofs this book places special emphasis on reading proofs carefully and writing them well The authors have included a wide variety of problems examples illustrations and exercises some with hints and solutions designed specifically to improve the student's ability to read and write proofs Historical connections are made throughout the text and students are encouraged to use the rather extensive bibliography to begin making connections of their own While standard texts in this area prepare students for future courses in algebra this book also includes chapters on sequences convergence and metric spaces for those wanting to bridge the gap between the standard course in calculus and one in analysis

Discrete Maths and Its Applications Global Edition 7e Kenneth Rosen,2012-09-16 We are pleased to present this Global Edition which has been developed specifically to meet the needs of international students of discrete mathematics In addition to great depth in key areas and a broad range of real world applications across multiple disciplines we have added new material to make the content more relevant and improve learning outcomes for the international student This Global Edition includes An entire new chapter on Algebraic Structures and Coding Theory New and expanded sections within chapters covering Foundations Basic Structures and Advanced Counting Techniques Special online only chapters on Boolean Algebra and Modeling Computation New and revised problems for the international student integrating alternative methods and solutions This Global Edition has been adapted to meet the needs of courses outside of the United States and does not align with the instructor and student resources available with the US edition

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Exploring the Infinite Jennifer Brooks,2016-11-30

Exploring the Infinite addresses the trend toward a combined transition course and introduction to analysis course It guides the reader through the processes of abstraction and logical argumentation to make the transition from student of mathematics to practitioner of mathematics This requires more than knowledge of the definitions of mathematical structures elementary logic and standard proof techniques The student focused on only these will develop little more than the ability to identify a number of proof templates and to apply them in predictable ways to standard problems This book aims to do something more it aims to help readers learn to explore mathematical situations to make conjectures and only then to apply methods of proof Practitioners of mathematics must do all of these things The chapters of this text are divided into two parts Part I serves as an introduction to proof and abstract mathematics and aims to prepare the reader for advanced course work in all areas of mathematics It thus includes all the standard material from a transition to proof course Part II constitutes an introduction to the basic concepts of analysis including limits of sequences of real numbers and of functions infinite series the structure of the real line and continuous functions Features Two part text for the combined transition and analysis course New approach focuses on exploration and creative thought Emphasizes the limit and sequences Introduces programming skills to explore concepts in analysis Emphasis in on developing mathematical thought Exploration problems expand more traditional exercise sets

The Texas Mathematics Teachers' Bulletin ,1916

The Problem of Knowledge Douglas Clyde Macintosh,1915

Exercises and Problems Henry Lewis Rietz,Arthur Robert Crathorne,1910

The Monist Paul Carus,1917 Vols 2 and 5 include appendices

Catalog Issue Wheaton College (Ill.),1929

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