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and  
transformation.

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cone with the same radius and equal heights, students write an algebraic expression

representing the area of the circular cross section of the hemisphere. They conclude that this

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area is equal to the  
area of the cross  
section in the  
previous problem.

PROBLEM 2 And  
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each sentence as a rate . 1. A train travels 225 miles in 3 hours.  $\frac{225 \text{ miles}}{3 \text{ hours}}$

2. A person walked 8 miles in 3 hours.

3. Liberty Academy averages 23.5 students per class.

4. Marquette, Michigan, averages nearly 200 inches of snow per year.

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The length of the  
parking lot is 300 ft.  
Let  $A$  be the area  
of the parking lot.  
Area of a rectangle  
is width times length.  $A =$



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5 w? | A(x) 5 x?  
(300 2 2x) 5 x? 300  
2 x ? 2x 5 300x 2  
2x2 5 22x 2 1 300x

8. Aiko is enclosing a new rectangular flower garden with a rabbit garden fence. She has 40 feet of fencing. 9. Pedro is building a rectangular sandbox for ...

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is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching,

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and they graciously  
share it with you in  
this organized and  
readable book."

—From the  
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Cognitive scientist  
Dan Willingham  
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on the biological  
and cognitive basis  
of learning. His  
book will help  
teachers improve  
their practice by  
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they and their  
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importance of  
story, emotion,  
memory, context,

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for the classroom  
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findings, such as  
that intelligence is  
malleable, and that  
you cannot develop

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"thinking skills"  
without facts How  
an understanding  
of the brain's  
workings can help  
teachers hone their  
teaching skills "Mr.  
Willingham's  
answers apply just  
as well outside the  
classroom.

Corporate trainers,  
marketers and, not  
least, parents



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Geometry about how we learn-  
Chapter 2 should find his  
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reading." —Wall  
Street Journal

(Published in Co-  
operation with the  
National Council of  
Teacher of  
Mathematics)  
According to  
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Learning Standards for  
School  
Mathematics,  
"Technology is  
essential in  
teaching and  
learning of  
mathematics; it  
influences the  
mathematics that  
is taught and it  
enhances students'  
learning." How  
does research

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call for technology  
in mathematics  
teaching and  
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learning of  
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Approach  
have been  
examined by  
researchers world-  
wide. The second  
volume has a dual  
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perspectives. It  
features  
descriptive cases  
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accounts of the development of technology-intensive curriculum and tools. In these cases the writers describe and analyze various roles that research played in their development work and ways in which research, curriculum

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broadly than solely  
in technological  
settings.

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reinforcement



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ideas to function  
approximation,  
with new sections  
on such topics as  
artificial neural

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offers expanded  
treatment of off-  
policy learning and  
policy-gradient  
methods. Part III  
has new chapters  
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learning's  
relationships to  
psychology and  
neuroscience, as  
well as an updated

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chapter including  
AlphaGo and  
AlphaGo Zero, Atari  
game playing, and  
IBM Watson's  
wagering strategy.  
The final chapter  
discusses the  
future societal  
impacts of  
reinforcement  
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connections real.  
They develop the  
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theorem and  
devise a proof of  
what they have  
observed.

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builds on the  
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curriculum  
development and  
classroom  
instruction. Their  
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personal teaching  
experiences lends  
strength and  
warmth to this  
volume. This book  
discusses how to

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of scientific

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