Learning Modern Algebra From Early Attempts To Prove Fermats Last Theorem Maa Textbooks Mathematical Association Of America Textbooks

Kaye Stacey, Helen Chick, and Margaret Kendal The University of Melbourne, Australia Abstract: This section reports on the organisation, procedures, and publications of the ICMI Study, The Future of the Teaching and Learning of Algebra. Key words: Study Conference, organisation, procedures, publications The International Commission on Mathematical Instruction (ICMI) has, since the 1980s, conducted a series of studies into topics of particular significance to the theory and practice of contemporary mathematics education. Each ICMI Study involves an international seminar, the “Study Conference”, and culminates in a published volume intended to promote and assist discussion and action at the international, national, regional, and institutional levels. The ICMI Study running from 2000 to 2004 was on The Future of the Teaching and Learning of Algebra, and its Study Conference was held at The University of Melbourne, Australia fromDecember to 2001. It was the first study held in the Southern Hemisphere. There are several reasons why the future of the

teaching and learning of algebra was a timely focus at the beginning of the twenty first century. The strong research base developed over recent decades enabled us to take stock of what has been achieved and also to look forward to what should be done and what might be achieved in the future. In addition, trends evident over recent years have intensified. Those particularly affecting school mathematics are the “massification” of education—continuing in some countries whilst beginning in others—and the advance of technology.

A TeXas Style Introduction to Proof is an IBL textbook designed for a one-semester course on proofs (the “bridge course”) that also introduces TeX as a tool students can use to communicate their work. As befitting “textless” text, the book is, as one reviewer characterized it, “minimal.” Written in an easy-going style, the exposition is just enough to support the activities, and it is clear, concise, and effective. The book is well organized and contains ample carefully selected exercises that are varied, interesting, and probing, without being discouragingly difficult.

Learning Modern Algebra aligns with the CBMS Mathematical Education of Teachers II recommendations, in both content and practice. It emphasizes rings and fields over groups, and it makes explicit connections between the ideas of abstract algebra and the mathematics used by high

school teachers. It provides opportunities for prospective and practicing teachers to experience mathematics for themselves, before the formalities are developed, and it is explicit about the mathematical habits of mind that lie beneath the definitions and theorems. This book is designed for prospective and practicing high school mathematics teachers, but it can serve as a text for standard abstract algebra courses as well. The presentation is organized historically: the Babylonians introduced Pythagorean triples to teach the Pythagorean theorem; these were classified by Diophantus, and eventually this led Fermat to conjecture his Last Theorem. The text shows how much of modern algebra arose in attempts to prove this; it also shows how other important themes in algebra arose from questions related to teaching. Indeed, modern algebra is a very useful tool for teachers, with deep connections to the actual content of high school mathematics, as well as to the mathematics teachers use in their profession that doesn't necessarily ""end up on the blackboard."" The focus is on number theory, polynomials, and commutative rings. Group theory is introduced near the end of the text to explain why generalizations of the quadratic formula do not exist for polynomials of high degree, allowing the reader to appreciate the more general work of Galois and Abel on roots of polynomials. Results and proofs are motivated with specific examples

whenever possible, so that abstractions emerge from concrete experience. Applications range from the theory of repeating decimals to the use of imaginary quadratic fields to construct problems with rational solutions. While such applications are integrated throughout, each chapter also contains a section giving explicit connections between the content of the chapter and high school teaching.

"What is the connection between finding the amount of acid needed to reach the desired concentration of a chemical solution, checking divisibility by a two-digit prime number, and maintaining the perimeter of a polygon while reducing its area? The simple answer is the title of this book.The world is an interplay of variation and constancy – a medley of differences and similarities – and this change and invariance is, largely, a language of science and mathematics. This book proposes a unique approach for developing mathematical insight through the perspective of change and invariance as it applies to the properties of numbers and shapes.After a short introductory chapter, each of the following chapters presents a series of evolving activities for students that focus on a specific aspect of interplay between change and invariance. Each activity is accompanied by detailed mathematical explanations and a didactic discussion. The assignments start with tasks familiar from the school curriculum, but progress beyond the menial to lead

to sophisticated generalizations. Further activities are suggested to augment the chapter's theme. Some examples: "How to represent all the integers from zero to 1000 using ten fingers?", "How to win at the game of Nim?", "Why do different square lattice polygons with the same area often have the same perimeter?" This book can be used as a textbook for pre-service mathematics teachers and is primarily intended for their academic instructors. Essentially, students, teachers and anyone interested in elementary mathematics will enjoy the elegant solutions provided for the plethora of problems in elementary mathematics through the systematic approach of invariance and change." Thinking Algebraically presents the insights of abstract algebra in a welcoming and accessible way. It succeeds in combining the advantages of rings-first and groups-first approaches while avoiding the disadvantages. After an historical overview, the first chapter studies familiar examples and elementary properties of groups and rings simultaneously to motivate the modern understanding of algebra. The text builds intuition for abstract algebra starting from high school algebra. In addition to the standard number systems, polynomials, vectors, and matrices, the first chapter introduces modular arithmetic and dihedral groups. The second chapter builds on these basic examples and properties, enabling students to learn structural ideas common

to rings and groups: isomorphism, homomorphism, and direct product. The third chapter investigates introductory group theory. Later chapters delve more deeply into groups, rings, and fields, including Galois theory, and they also introduce other topics, such as lattices. The exposition is clear and conversational throughout. The book has numerous exercises in each section as well as supplemental exercises and projects for each chapter. Many examples and well over 100 figures provide support for learning. Short biographies introduce the mathematicians who proved many of the results. The book presents a pathway to algebraic thinking in a semester- or year-long algebra course.

In 1902, modern function theory began when Henri Lebesgue described a new "integral calculus." His "Lebesgue integral" handles more functions than the traditional integral-so many more that mathematicians can study collections (spaces) of functions. For example, it defines a distance between any two functions in a space. This book describes these ideas in an elementary accessible way. Anyone who has mastered calculus concepts of limits, derivatives, and series can enjoy the material. Unlike any other text, this book brings analysis research topics within reach of readers even just beginning to think about functions from a theoretical point of view.

This book highlights new developments in the

teaching and learning of algebraic thinking with 5- to 12-year-olds. Based on empirical findings gathered in several countries on five continents, it provides a wealth of best practices for teaching early algebra. Building on the work of the ICME-13 (International Congress on Mathematical Education) Topic Study Group 10 on Early Algebra, well-known authors such as Luis Radford, John Mason, Maria Blanton, Deborah Schifter, and Max Stephens, as well as younger scholars from Asia, Europe, South Africa, the Americas, Australia and New Zealand, present novel theoretical perspectives and their latest findings. The book is divided into three parts that focus on (i) epistemological/mathematical aspects of algebraic thinking, (ii) learning, and (iii) teaching and teacher development. Some of the main threads running through the book are the various ways in which structures can express themselves in children's developing algebraic thinking, the roles of generalization and natural language, and the emergence of symbolism. Presenting vital new data from international contexts, the book provides additional support for the position that essential ways of thinking algebraically need to be intentionally fostered in instruction from the earliest grades.

Graduate mathematics students will find this book an easy-to-follow, step-by-step guide to the subject. Rotman's book gives a treatment of homological algebra which approaches the subject in terms of its origins in

algebraic topology. In this new edition the book has been updated and revised throughout and new material on sheaves and cup products has been added. The author has also included material about homotopical algebra, alias K-theory. Learning homological algebra is a two-stage affair. First, one must learn the language of Ext and Tor. Second, one must be able to compute these things with spectral sequences. Here is a work that combines the two.

College Calculus: A One-Term Course for Students with Previous Calculus Experience is a textbook for students who have successfully experienced an introductory calculus course in high school. College Calculus begins with a brief review of some of the content of the high school calculus course, and proceeds to give students a thorough grounding in the remaining topics in single variable calculus, including integration techniques, applications of the definite integral, separable and linear differential equations, hyperbolic functions, parametric equations and polar coordinates, L'Hôpital's rule and improper integrals, continuous probability models, and infinite series. Each chapter concludes with several "Explorations," extended discovery investigations to supplement that chapter's material. The text is ideal as the basis of a course focused on the needs of prospective majors in the STEM disciplines (science, technology, engineering, and mathematics). A one-term course based on this text provides students with a solid foundation in single variable calculus and prepares them for the next course in college level mathematics, be it multivariable calculus, linear algebra, a course in

discrete mathematics, statistics, etc.

Thinking Geometrically: A Survey of Geometries is a well written and comprehensive survey of college geometry that would serve a wide variety of courses for both mathematics majors and mathematics education majors. Great care and attention is spent on developing visual insights and geometric intuition while stressing the logical structure, historical development, and deep interconnectedness of the ideas. Students with less mathematical preparation than upper-division mathematics majors can successfully study the topics needed for the preparation of high school teachers. There is a multitude of exercises and projects in those chapters developing all aspects of geometric thinking for these students as well as for more advanced students. These chapters include Euclidean Geometry, Axiomatic Systems and Models, Analytic Geometry, Transformational Geometry, and Symmetry. Topics in the other chapters, including Non-Euclidean Geometry, Projective Geometry, Finite Geometry, Differential Geometry, and Discrete Geometry, provide a broader view of geometry. The different chapters are as independent as possible, while the text still manages to highlight the many connections between topics. The text is self-contained, including appendices with the material in Euclid's first book and a high school axiomatic system as well as Hilbert's axioms. Appendices give brief summaries of the parts of linear algebra and multivariable calculus needed for certain chapters. While some chapters use the language of groups, no prior experience with abstract algebra is presumed. The text

will support an approach emphasizing dynamical geometry software without being tied to any particular software.

How to Think about Abstract Algebra provides an engaging and readable introduction to its subject, which encompasses group theory and ring theory. Abstract Algebra is central in most undergraduate mathematics degrees, and it captures regularities that appear across diverse mathematical structures - many people find it beautiful for this reason. But its abstraction can make its central ideas hard to grasp, and even the best students might find that they can follow some of the reasoning without really understanding what it is all about. This book aims to solve that problem. It is not like other Abstract Algebra texts and is not a textbook containing standard content. Rather, it is designed to be read before starting an Abstract Algebra course, or as a companion text once a course has begun. It builds up key information on five topics: binary operations, groups, quotient groups, isomorphisms and homomorphisms, and rings. It provides numerous examples, tables and diagrams, and its explanations are informed by research in mathematics education. The book also provides study advice focused on the skills that students need in order to learn successfully in their own Abstract Algebra courses. It explains how to interact productively with axioms, definitions, theorems and proofs, and how research in psychology should inform our beliefs about effective learning.

Most students in abstract algebra classes have great difficulty making sense of what the instructor is saying.

Moreover, this seems to remain true almost independently of the quality of the lecture. This book is based on the constructivist belief that, before students can make sense of any presentation of abstract mathematics, they need to be engaged in mental activities which will establish an experiential base for any future verbal explanation. No less, they need to have the opportunity to reflect on their activities. This approach is based on extensive theoretical and empirical studies as well as on the substantial experience of the authors in teaching astract algebra. The main source of activities in this course is computer constructions, specifically, small programs written in the mathlike programming language ISETL; the main tool for reflections is work in teams of 2-4 students, where the activities are discussed and debated. Because of the similarity of ISETL expressions to standard written mathematics, there is very little programming overhead: learning to program is inseparable from learning the mathematics. Each topic is first introduced through computer activities, which are then followed by a text section and exercises. This text section is written in an informed, discusive style, closely relating definitions and proofs to the constructions in the activities. Notions such as cosets and quotient groups become much more meaningful to the students than when they are preseted in a lecture.

Common Sense Mathematics is a text for a one semester college-level course in quantitative literacy. The text emphasizes common sense and common knowledge in approaching real problems through popular news items and finding useful mathematical tools and

frames with which to address those questions. We asked ourselves what we hoped our students would remember about this course in ten year's time. From that ten year perspective thoughts about syllabus–"what topics should we cover?"–seemed much too narrow. What matters more is our wish to change the way our students' minds work–the way they approach a problem, or, more generally, the way they approach the world. Most people "skip the numbers" in newspapers, magazines, on the web and (more importantly) even in financial information. We hope that in ten years our students will follow the news, confident in their ability to make sense of the numbers they find there and in their daily lives. Most quantitative reasoning texts are arranged by mathematical topics to be mastered. Since the mathematics is only a part of what we hope students learn, we've chosen another strategy. We look at real life stories that can be best understood with careful reading and a little mathematics.

Geometry Illuminated is an introduction to geometry in the plane, both Euclidean and hyperbolic. It is designed to be used in an undergraduate course on geometry, and as such, its target audience is undergraduate math majors. However, much of it should be readable by anyone who is comfortable with the language of mathematical proof. Throughout, the goal is to develop the material patiently. One of the more appealing aspects of geometry is that it is a very "visual" subject. This book hopes to takes full advantage of that, with an extensive use of illustrations as guides. Geometry Illuminated is divided into four principal parts. Part 1

develops neutral geometry in the style of Hilbert, including a discussion of the construction of measure in that system, ultimately building up to the Saccheri-Legendre Theorem. Part 2 provides a glimpse of classical Euclidean geometry, with an emphasis on concurrence results, such as the nine-point circle. Part 3 studies transformations of the Euclidean plane, beginning with isometries and ending with inversion, with applications and a discussion of area in between. Part 4 is dedicated to the development of the Poincaré disk model, and the study of geometry within that model. While this material is traditional, Geometry Illuminated does bring together topics that are generally not found in a book at this level. Most notably, it explicitly computes parametric equations for the pseudosphere and its geodesics. It focuses less on the nature of axiomatic systems for geometry, but emphasizes rather the logical development of geometry within such a system. It also includes sections dealing with trilinear and barycentric coordinates, theorems that can be proved using inversion, and Euclidean and hyperbolic tilings.

"Learning abstract algebra is not hard. It is not like getting to know the deep forest - its trails, streams, lakes, flora, and fauna. It takes time, effort, and a willingness to venture into new territory, It is a task that cannot be done overnight. But with a good guide (this book!), it should be an exciting excursion with, perhaps, only a few bumps along the way. Students - even students who have done very well in calculus - often have trouble with abstract algebra. Our objective in writing this book is to make abstract algebra as accessible as elementary calculus and, we hope, a real joy to study. Our textbook has three advantages over the standard abstract

algebra textbook. First, it covers all the foundational concepts needed for abstract algebra (the only prerequisite for this book is high school algebra). Second, it is easier to read and understand (so it is ideal for self-learners). Third, it gets the reader to think mathematically and to do mathematics - to experiment, make conjectures, and prove theorems - while reading the book. The result is not only a better learning experience but also a more enjoyable one" -- from back cover.

An Invitation to Real Analysis is written both as a stepping stone to higher calculus and analysis courses, and as foundation for deeper reasoning in applied mathematics. This book also provides a broader foundation in real analysis than is typical for future teachers of secondary mathematics. In connection with this, within the chapters, students are pointed to numerous articles from The College Mathematics Journal and The American Mathematical Monthly. These articles are inviting in their level of exposition and their wide-ranging content. Axioms are presented with an emphasis on the distinguishing characteristics that new ones bring, culminating with the axioms that define the reals. Set theory is another theme found in this book, beginning with what students are familiar with from basic calculus. This theme runs underneath the rigorous development of functions, sequences, and series, and then ends with a chapter on transfinite cardinal numbers and with chapters on basic point-set topology. Differentiation and integration are developed with the standard level of rigor, but always with the goal of forming a firm foundation for the student who desires to pursue deeper study. A historical theme interweaves throughout the book, with many quotes and accounts of interest to all readers. Over 600 exercises and dozens of figures help the learning process. Several topics (continued fractions, for example), are included in the appendices as enrichment material. An

annotated bibliography is included.
ELEMENTS OF MODERN ALGEBRA, Eighth Edition, with its user-friendly format, provides you with the tools you need to succeed in abstract algebra and develop mathematical maturity as a bridge to higher-level mathematics courses. Strategy boxes give you guidance and explanations about techniques and enable you to become more proficient at constructing proofs. A summary of key words and phrases at the end of each chapter help you master the material. A reference section, symbolic marginal notes, an appendix, and numerous examples help you develop your problem-solving skills. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.
Calculus for the Life Sciences is an entire reimagining of the standard calculus sequence with the needs of life science students as the fundamental organizing principle. Those needs, according to the National Academy of Science, include: the mathematical concepts of change, modeling, equilibria and stability, structure of a system, interactions among components, data and measurement, visualization, and algorithms. This book addresses, in a deep and significant way, every concept on that list. The book begins with a primer on modeling in the biological realm and biological modeling is the theme and frame for the entire book. The authors build models of bacterial growth, light penetration through a column of water, and dynamics of a colony of mold in the first few pages. In each case there is actual data that needs fitting. In the case of the mold colony that data is a set of photographs of the colony growing on a ruled sheet of graph paper and the students need to make their own approximations. Fundamental questions about the nature of mathematical modeling—trying to approximate a real-world phenomenon with an equation—are all laid out for the

students to wrestle with. The authors have produced a beautifully written introduction to the uses of mathematics in the life sciences. The exposition is crystalline, the problems are overwhelmingly from biology and interesting and rich, and the emphasis on modeling is pervasive. An instructor's manual for this title is available electronically to those instructors who have adopted the textbook for classroom use. Please send email to textbooks@ams.org for more information. Online question content and interactive step-by-step tutorials are available for this title in WebAssign. WebAssign is a leading provider of online instructional tools for both faculty and students.

Designed for undergraduate students and lecturers, this text guides its users to develop the skills, attitudes, and habits of mind of a mathematician. It presents a carefully designed sequence of exercises and theorems so that its readers will be directed to discover mathematical ideas, strategies of proof, and strategies of thinking. Through the exploration of interesting mathematical content including graphs, groups, and calculus, this book helps to foster habits of inquiry. This book can be used by instructors as a text for an inquiry-based introduction to proof course, or as an independent study guide for mathematics students. The three core mathematical topics are presented separately, and each helps students develop theorem-proving skills and strategies of thinking whilst also providing an organised set of challenges that lead students to understand the process of mathematical creativity and development.

Helping to make the study of modern algebra more accessible, this text gradually introduces and develops concepts through helpful features that provide guidance on the techniques of proof construction and logic analysis. The text develops mathematical maturity for students by presenting the material in a theorem-proof format, with

definitions and major results easily located through a user-friendly format. The treatment is rigorous and self-contained, in keeping with the objectives of training the student in the techniques of algebra and of providing a bridge to higher-level mathematical courses.

Solidly grounded in up-to-date research, theory and technology, Teaching Secondary Mathematics is a practical, student-friendly, and popular text for secondary mathematics methods courses. It provides clear and useful approaches for mathematics teachers, and shows how concepts typically found in a secondary mathematics curriculum can be taught in a positive and encouraging way. The thoroughly revised fourth edition combines this pragmatic approach with truly innovative and integrated technology content throughout. Synthesized content between the book and comprehensive companion website offers expanded discussion of chapter topics, additional examples and technological tips. Each chapter features tried-and-tested pedagogical techniques, problem solving challenges, discussion points, activities, mathematical challenges, and student-life based applications that will encourage students to think and do. New to the 4th edition: A fully revised and updated chapter on technological advancements in the teaching of mathematics Connections to both the updated NCTM Focal Points as well as the new Common Core State Standards are well-integrated throughout the text Problem solving challenges and sticky questions featured in each chapter to encourage students to think through everyday issues and possible solutions. A fresh interior design to better highlight pedagogical elements and key features A companion website with chapter-by-chapter video lessons, teacher tools, problem solving Q&As, helpful links and resources, and embedded graphing calculators.

`Math through the Ages' is a treasure, one of the best history of math books at its level ever written. Somehow, it manages

to stay true to a surprisingly sophisticated story, while respecting the needs of its audience. Its overview of the subject captures most of what one needs to know, and the 30 sketches are small gems of exposition that stimulate further exploration. --Glen van Brummelen, Quest University, President (2012-14) of the Canadian Society for History and Philosophy of Mathematics Where did math come from? Who thought up all those algebra symbols, and why? What is the story behind pi? ... negative numbers? ... the metric system? ... quadratic equations? ... sine and cosine? ... logs? The 30 independent historical sketches in Math through the Ages answer these questions and many others in an informal, easygoing style that is accessible to teachers, students, and anyone who is curious about the history of mathematical ideas. Each sketch includes Questions and Projects to help you learn more about its topic and to see how the main ideas fit into the bigger picture of history. The 30 short stories are preceded by a 58-page bird's-eye overview of the entire panorama of mathematical history, a whirlwind tour of the most important people, events, and trends that shaped the mathematics we know today. ``What to Read Next'' and reading suggestions after each sketch provide starting points for readers who want to learn more. This book is ideal for a broad spectrum of audiences, including students in history of mathematics courses at the late high school or early college level, pre-service and in-service teachers, and anyone who just wants to know a little more about the origins of mathematics.

This book is the second part of the new edition of Advanced Modern Algebra (the first part published as Graduate Studies in Mathematics, Volume 165). Compared to the previous edition, the material has been significantly reorganized and many sections have been rewritten. The book presents many topics mentioned in the first part in greater depth and in more

detail. The five chapters of the book are devoted to group theory, representation theory, homological algebra, categories, and commutative algebra, respectively. The book can be used as a text for a second abstract algebra graduate course, as a source of additional material to a first abstract algebra graduate course, or for self-study.

This book on Abstract Algebra is intended for one or two semesters of B.Sc. (Hons.) and B.A. (Prog.) of University of Delhi and other Universities of India. The book is written in simple language to make the students understand various topics in Abstract Algebra in an easier way. The examples and exercises of the book are meticulously crafted and honed to meet the need of the students who are keen to know about Abstract Algebra. Starting from Set Theory and covering the topics on Groups, Rings and Vector Spaces, the book provides the students a deep study of Abstract Algebra. The book 'Abstract Algebra' combines the theory, examples with exercises on the concepts related to the topics in Abstract Algebra.

For two-term undergraduate level courses in Algebra. This text's organizing principle is the interplay between groups and rings, where rings includes the ideas of modules. It contains basic definitions, complete and clear theorems and gives attention to the topics of algebraic geometry, computers, homology and representations. More than merely a succession of definition theorem proofs, this text puts results and ideas in context so that students can appreciate why a certain topic is being studied and where definitions originate. *Coverage of topics not usually found in other texts - e.g. inverse and direct limits: Euclidean rings; Grobner bases; Ext and tor; Schreier-Neilsen theorem (subgroups of free groups are free); simplicity of PSL (2, q). *Numerous exercises. *Many examples and counter-examples. *Serious treatment of set theory - Reminds students what functions really are.

*Early presentation of the basis theorem for finite abelian groups - Makes the proof of the basis theorem for finitely generated modules over PID's more digestible, allowing students to then see how that proof is translated into the language of modules. *Transition - To make the step from an undergraduat

For courses in Abstract Algebra. This ISBN is for the Pearson eText access card. A comprehensive approach to abstract algebra -- in a powerful eText format A First Course in Abstract Algebra, 8th Edition retains its hallmark goal of covering all the topics needed for an in-depth introduction to abstract algebra - and is designed to be relevant to future graduate students, future high school teachers, and students who intend to work in industry. New co-author Neal Brand has revised this classic text carefully and thoughtfully, drawing on years of experience teaching the course with this text to produce a meaningful and worthwhile update. This in-depth introduction gives students a firm foundation for more specialized work in algebra by including extensive explanations of the what, the how, and the why behind each method the authors choose. This revision also includes applied topics such as RSA encryption and coding theory, as well as examples of applying Gröbner bases. Key to the 8th Edition has been transforming from a print-based learning tool to a digital learning tool. The eText is packed with content and tools, such as mini-lecture videos and interactive figures, that bring course content to life for students in new ways and enhance instruction. A low-cost, loose-leaf version of the text is also available for purchase within the Pearson eText. Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It lets students read, highlight, and take notes all in one place, even when offline. Seamlessly integrated videos and interactive figures allow students to interact with content in a dynamic manner in order

to build or enhance understanding. Educators can easily customize the table of contents, schedule readings, and share their own notes with students so they see the connection between their eText and what they learn in class -- motivating them to keep reading, and keep learning. And, reading analytics offer insight into how students use the eText, helping educators tailor their instruction. Learn more about Pearson eText. NOTE: Pearson eText is a fully digital delivery of Pearson content and should only be purchased when required by your instructor. This ISBN is for the Pearson eText access card. In addition to your purchase, you will need a course invite link, provided by your instructor, to register for and use Pearson eText. 0321390369 / 9780321390363 PEARSON ETEXT -- FIRST COURSE IN ABSTRACT ALGEBRA, A -- ACCESS CARD, 8/e

Secondary mathematics teachers are frequently required to take a large number of mathematics courses – including advanced mathematics courses such as abstract algebra – as part of their initial teacher preparation program and/or their continuing professional development. The content areas of advanced and secondary mathematics are closely connected. Yet, despite this connection many secondary teachers insist that such advanced mathematics is unrelated to their future professional work in the classroom. This edited volume elaborates on some of the connections between abstract algebra and secondary mathematics, including why and in what ways they may be important for secondary teachers. Notably, the volume disseminates research findings about how secondary teachers engage with, and make sense of, abstract algebra ideas, both in general and in relation to their own teaching, as well as offers itself as a place to share practical ideas and resources for secondary mathematics teacher preparation and professional development. Contributors to the book are scholars who have both

experience in the mathematical preparation of secondary teachers, especially in relation to abstract algebra, as well as those who have engaged in related educational research. The volume addresses some of the persistent issues in secondary mathematics teacher education in connection to advanced mathematics courses, as well as situates and conceptualizes different ways in which abstract algebra might be influential for teachers of algebra. Connecting Abstract Algebra to Secondary Mathematics, for Secondary Mathematics Teachers is a productive resource for mathematics teacher educators who teach capstone courses or content-focused methods courses, as well as for abstract algebra instructors interested in making connections to secondary mathematics.

This spectacularly clear introduction to abstract algebra is is designed to make the study of all required topics and the reading and writing of proofs both accessible and enjoyable for readers encountering the subject for the first time. Number Theory. Groups. Commutative Rings. Modules. Algebras. Principal Idea Domains. Group Theory II. Polynomials In Several Variables. For anyone interested in learning abstract algebra.

Considered a classic by many, A First Course in Abstract Algebra is an in-depth introduction to abstract algebra. Focused on groups, rings and fields, this text gives students a firm foundation for more specialized work by emphasizing an understanding of the nature of algebraic structures.

Part of the Jones & Bartlett Learning International Series in MathematicsStudent-friendly and accessible in its approach, Basic Modern Algebra provides an introduction to abstract algebra for junior and senior undergraduates. Familiarity with factoring and solving

polynomial equations, and properties of the integers, rationals, reals, as well as complex numbers and matrices is helpful prerequisite knowledge for this course. In an effort to promote clarity and understanding, the author is careful to provide full reasoning behind the conclusions to the important mathematical examples at hand. The text opens with a review and refocus chapter on writing proofs and from there moves on to integers, including number theory. With its flexible design, Basic Modern Algebra can be taught following either a rings first or group first approach. Instructor resources include PowerPoint Lecture Outlines, solutions to all of the text's exercises, an image bank, and a Test Bank.Key Features of Basic Modern Algebra•Includes a wealth of examples throughout to clearly illustrate and introduce key concepts.•Simple terminology is used in an effort to promote full understanding of complex material.•Provides full detail on proofs and proof writing•Mathematical portraits and histroical notes discuss the people behind the mathematics•A full glossary allows students to quickly define algebraic terms.

"Learning Modern Algebra is designed for college students who want to teach mathematics in high school, but it can serve as a text for standard abstract algebra courses as well. [...] The presentation is organized historically: the Babylonians introduced Pythagorean triples to teach the Pythagorean theorem; these were classified by Diophantus, and eventually this led Fermat to conjecture his Last Theorem."--Publisher description.

This book illustrates basic methods of data analysis and

probability models by means of baseball statistics collected on players and teams. The idea of the book is to describe statistical thinking in a context that will be familiar and interesting to students. The second edition of Teaching Statistics follows the same structure as the first edition, where the case studies and exercises have been replaced by modern players and teams, and the new types of baseball data from the PitchFX system and fangraphs.com are incorporated into the text.

Abstract Algebra: An Introduction is set apart by its thematic development and organization. The chapters are organized around two themes: arithmetic and congruence. Each theme is developed first for the integers, then for polynomials, and finally for rings and groups. This enables students to see where many abstract concepts come from, why they are important, and how they relate to one another. New to this edition is a groups first option that enables those who prefer to cover groups before rings to do so easily. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The style and structure of CONCEPTS IN ABSTRACT ALGEBRA is designed to help students learn the core concepts and associated techniques in algebra deeply and well. Providing a fuller and richer account of material than time allows in a lecture, this text presents interesting examples of sufficient complexity so that students can see the concepts and results used in a nontrivial setting. Author Charles Lanski gives students the opportunity to practice by offering many exercises

that require the use and synthesis of the techniques and results. Both readable and mathematically interesting, the text also helps students learn the art of constructing mathematical arguments. Overall, students discover how mathematics proceeds and how to use techniques that mathematicians actually employ. This book is included in the Brooks/Cole Series in Advanced Mathematics (Series Editor: Paul Sally, Jr.).

To learn and understand mathematics, students must engage in the process of doing mathematics. Emphasizing active learning, Abstract Algebra: An Inquiry-Based Approach not only teaches abstract algebra but also provides a deeper understanding of what mathematics is, how it is done, and how mathematicians think. The book can be used in both rings-first and groups-first abstract algebra courses. Numerous activities, examples, and exercises illustrate the definitions, theorems, and concepts. Through this engaging learning process, students discover new ideas and develop the necessary communication skills and rigor to understand and apply concepts from abstract algebra. In addition to the activities and exercises, each chapter includes a short discussion of the connections among topics in ring theory and group theory. These discussions help students see the relationships between the two main types of algebraic objects studied throughout the text. Encouraging students to do mathematics and be more than passive learners, this text shows students that the way mathematics is developed is often different than how it is presented; that definitions, theorems, and proofs do not simply appear

fully formed in the minds of mathematicians; that mathematical ideas are highly interconnected; and that even in a field like abstract algebra, there is a considerable amount of intuition to be found.