

Programming And Mathematical Thinking

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Stavely, A. [Programming and Mathematical Thinking: A Gentle Introduction to Discrete Mathematics Featuring Python](#). To be published by The New Mexico Tech Press in early 2014.

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computer programming, and on the problem-solving and logical-mathematical thinking skills of students This study was a semi-experimental, pretest-posttest study with two experimental groups and a control groups A total of 75 students were divided among all

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Math CountS column is Allan Stavely, who recently wrote [Programming and Math-ematical Thinking: A Gentle Introduction Featuring Python](#) [2], which will be avail-able in early 2014. In this column ...

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[Programming And Mathematical Thinking](#)

[Programming and mathematical thinking: a gentle introduction to discrete math featuring Python / Allan M. Stavely](#). xii, 246 p.: ill. ; 28 cm ISBN 978-1-938159-00-8 (pbk.) — 978-1-938159-01-5 (ebook) 1. Computer science — Mathematics. 2. Mathematics — Discrete Mathematics. 3. Python (Computer program language). QA 76.9 .M35 .S79 2014 004-dc22

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The experiment consisted of two different phases, a programming phase linked to the instruction in Scratch and focused on the acquisition of basic concepts of computational thinking (sequences, iterations, conditionals, and events-handling), and a mathematical phase completely oriented towards the resolution of mathematical tasks. In particular, the mathematical phase focused on word problems whose resolution involves the use of the least common multiple and the greatest common divisor.

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[Programming and mathematical thinking](#) Henderson, Peter B.; Stavely, Allan M. 2014-03-01 00:00:00 INSI G HTS MATH COUNTS Peter B. Henderson [Programming and Mathematical Thinking](#) Editor's Note: Peter B. Henderson and Allan M. Stavely co-authored this column OUR GUEST CONTRIBUTOR for this Math CountS column is Allan Stavely, who recently wrote [Programming and Mathematical Thinking: A Gentle ...](#)

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We need it everyday, in our daily activities. But when you're a programmer or a problem solver you need the mathematics most. Because math simply make a person more logical, creative and intelligence. To be a better programmer one must know at least a very little of Discrete Mathematics, Linear Algebra, Calculus, Probability, Cryptography, Geometry and Statistics.

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accurate to say that problem-solving and logicalmathematical thinking skills are essential for programming - education. To ensure that students perform well in computer programming, they first need to develop their problem-solving and logical-mathematical thinking skills, which can be achieved by studying and learning programming.

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In many ways discrete mathematics is more relevant to programming than numerical mathematics is: not just to particular kinds of programming, but to all programming. Many experienced programmers approach the design of a program by describing its input, output, and internal data objects in the vocabulary of discrete mathematics: sets, sequences, mappings, relations, and so on.

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Mathematical thinking is crucial in all areas of computer science: algorithms, bioinformatics, computer graphics, data science, machine learning, etc. In this course, we will learn the most important tools used in discrete mathematics: induction, recursion, logic, invariants, examples, optimality. We will use these tools to answer typical programming questions like: How can we be certain a solution exists?

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Computer programming helps to develop investigation skills as it requires the use of a previously unknown language to execute commands, which also develops the skills of mathematical thinking (ta). Computer programming also involves the use of modelling and planning techniques. Because Scratch is an open source programming language, this also creates opportunities for homework, as the children are able to download the software for themselves at home. ICT: Creating Instructional Videos

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Programming requires a way of thinking that isn't directly analogous to mathematics. The ability to visualize data structures, decompose big problems into smaller problems, and think in terms of objects and functional abstractions. This doesn't naturally follow from mathematical thinking.