

## High School Formula And Theorem Manual For Maths Physics Chemistry And Biology Duotone Version Chinese Edition

For many decades, Martin Gardner, the Grand Master of mathematical puzzles, has provided the tools and projects to furnish our all-too-sluggish minds with an athletic workout. Gardner's problems foster an agility of the mind as they entertain. This volume presents a new collection of problems and puzzles not previously published in book form. Marti 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. (Originally Published by Houghton Mifflin Company, 2004) There is a national consensus that teachers who teach middle-grades and elementary mathematics need deeper and broader exposure to mathematics in both their undergraduate and in their graduate studies. The Mathematics Education of Teachers, published by The Conference Board on the Mathematical Sciences, recommends 21 semester hours of mathematics for prospective teachers of middle-grades mathematics. In several states pre-service teachers preparing to teach middle-grades mathematics and pre-service teachers preparing to teach elementary school must complete 6- 9 semester hours of mathematics content at the junior-senior level. Graduate schools across the nation have developed special programs for educators who specialize in teaching mathematics to elementary school children and to middle grades students. However, there is a paucity of text materials to support those efforts at junior-senior level and graduate level courses. Faculty members must choose to teach yet another course out of one of the “Mathematics for Teachers” texts that have formed the basis of the curriculum for the last two decades. These texts tend to treat a very limited set of topics on a somewhat superficial level. Alternatively, faculty members can use mathematics textbooks written primarily for students majoring in mathematics or the sciences. Neither the topic choice nor the pedagogical style of these texts is optimal for pre-service and in-service teachers of middle grades and elementary mathematics. Discrete Mathematics for Teachers is a text designed to fill this void. The topic is right. Discrete mathematics provides a rich and varied source of problems for exploration and communication, expands knowledge of mathematics in directions related to elementary and middle school curricula, and is easily presented using our best understanding of the ways that mathematics is learned and taught. The presentation is right. In the spirit of NCTM’s Principles and Standards for School Mathematics, topics are presented with careful attention to the best traditions of problem solving, reasoning and proof, communication, connections with other disciplines and other areas of mathematics, and varied modes of representation.

Talks from the International Conference on Computers and Mathematics held July 29-Aug. 1, 1986, Stanford U. Some are focused on the past and future roles of computers as a research tool in such areas as number theory, analysis, special functions, combinatorics, algebraic geometry, topology, physics,

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.

Take the guesswork out of high school math instruction! Quickly and reliably uncover common math misconceptions in Grades 9-12 with these convenient and easy-to-implement diagnostic tools! Bestselling authors Cheryl Rose Tobey and Carolyn B. Arline provide 25 new assessment probes that pinpoint subconcepts within the Common Core State Standards to promote deep learning and expert math instruction—all while learning is underway. Completely Common Core aligned, these grade-specific probes eliminate the guesswork and will help you Systematically

address conceptual and procedural mistakes Pinpoint where students are struggling Plan targeted instruction in algebra, functions, logarithms, geometry, trigonometric ratios, statistics and probability, and more

This book is a unique collection of challenging geometry problems and detailed solutions that will build students' confidence in mathematics. By proposing several methods to approach each problem and emphasizing geometry's connections with different fields of mathematics, *Methods of Solving Complex Geometry Problems* serves as a bridge to more advanced problem solving. Written by an accomplished female mathematician who struggled with geometry as a child, it does not intimidate, but instead fosters the reader's ability to solve math problems through the direct application of theorems. Containing over 160 complex problems with hints and detailed solutions, *Methods of Solving Complex Geometry Problems* can be used as a self-study guide for mathematics competitions and for improving problem-solving skills in courses on plane geometry or the history of mathematics. It contains important and sometimes overlooked topics on triangles, quadrilaterals, and circles such as the Menelaus-Ceva theorem, Simson's line, Heron's formula, and the theorems of the three altitudes and medians. It can also be used by professors as a resource to stimulate the abstract thinking required to transcend the tedious and routine, bringing forth the original thought of which their students are capable. *Methods of Solving Complex Geometry Problems* will interest high school and college students needing to prepare for exams and competitions, as well as anyone who enjoys an intellectual challenge and has a special love of geometry. It will also appeal to instructors of geometry, history of mathematics, and math education courses.

Uncertainty Proceedings 1991

The purpose of this volume is to give an up-to-date introduction to tensor valuations and their applications. Starting with classical results concerning scalar-valued valuations on the families of convex bodies and convex polytopes, it proceeds to the modern theory of tensor valuations. Product and Fourier-type transforms are introduced and various integral formulae are derived. New and well-known results are presented, together with generalizations in several directions, including extensions to the non-Euclidean setting and to non-convex sets. A variety of applications of tensor valuations to models in stochastic geometry, to local stereology and to imaging are also discussed.

Explores Thales's speculative philosophy through a study of geometrical diagrams. Bringing together geometry and philosophy, this book undertakes a strikingly original study of the origins and significance of the Pythagorean theorem. Thales, whom Aristotle called the first philosopher and who was an older contemporary of Pythagoras, posited the principle of a unity from which all things come, and back into which they return upon dissolution. He held that all appearances are only alterations of this basic unity and there can be no change in the cosmos. Such an account requires some fundamental geometric figure out of which appearances are structured. Robert Hahn argues that Thales came to the conclusion that it was the right triangle: by recombination and repackaging, all alterations can be explained from that figure. This idea is central to what the discovery of the Pythagorean theorem could have meant to Thales and Pythagoras in the sixth century BCE. With more than two hundred illustrations and figures, Hahn provides a series of geometric proofs for this lost narrative, tracing it from Thales to Pythagoras and the Pythagoreans who followed, and then finally to Plato's *Timaeus*. Uncovering the philosophical motivation behind the discovery of the theorem, Hahn's book will enrich the study of ancient philosophy and mathematics alike. At Southern Illinois University Carbondale, Robert Hahn is Professor of Philosophy and Director of the Ancient Legacies Program, through which he leads traveling seminars to Greece, Turkey, and Egypt. He is the author of *Archaeology and the Origins of Philosophy; Anaximander in Context: New Studies in the Origins of Greek Philosophy* (with Dirk L. Couprie and Gerard Naddaf); and *Anaximander and the Architects: The Contributions of Egyptian and Greek Architectural Technologies to the Origins of Greek Philosophy*, all published by SUNY Press.

Challenging, accessible mathematical adventures involving prime numbers, number patterns, irrationals and iterations, calculating prodigies, and more. No special training is needed, just high school mathematics and an inquisitive mind. "A splendidly written, well selected and presented collection. I recommend the book unreservedly to all readers." — Martin Gardner.

This work addresses the increasingly important role of numerical methods in science and engineering. It combines traditional and well-developed topics with other material such as interval arithmetic, elementary functions, operator series, convergence acceleration, and continued fractions.

This report is a resource for those who teach mathematics and statistics to pre-K-12 mathematics teachers, both future teachers and those who already teach in our nation's schools. The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics.

The strength of this textbook lies in the careful exposition of mathematical thinking, basic set-theoretic notions, and proof techniques combined with contemporary numerical methods used throughout the book. A basic version of computer programs compatible with the widely used program MatLab, and exercises are provided on a disk included with the book. Warmup \* Matrix Operations \* Invertible Matrices \* Subspaces \* Rank and Dimension \* Geometry \* Determinants-I \* Diagonalization \* Differential Equations \* Hermitian Matrices \* Triangular Matrices \* Unitary Matrices \* Block Diagonalization \* Jordan Normal Form \* Determinants-II \* Proofs \* Mathematical Induction† \* Summary of MINIMAT \* Answers \* MINIMAT Tutorial (PC Version)

This self-contained textbook is an informal introduction to optimization through the use of numerous illustrations and applications. The focus is on analytically solving optimization problems with a finite number of continuous variables. In addition, the authors provide introductions to classical and modern numerical methods of optimization and to dynamic optimization. The book's overarching point is that most problems may be solved by the direct application of the theorems of Fermat, Lagrange, and Weierstrass. The authors show how the intuition for each of the theoretical results can be supported by simple geometric figures. They include numerous applications through the use of varied classical and practical problems. Even experts may find some of these applications truly surprising. A basic mathematical knowledge is sufficient to understand the topics covered in this book. More advanced readers, even experts, will be surprised to see how all main results can be grounded on the Fermat-Lagrange theorem. The book can be used for courses on continuous optimization, from introductory to advanced, for any field for which optimization is relevant.

When high-achiever Mischa is rejected from every college she applies to, she teams up with a group of hacker girls to find who altered her transcript and set things right.

Teaching Secondary and Middle School Mathematics combines the latest developments in research, technology, and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning, teaching, and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding

with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The sixth edition has been updated and expanded with particular emphasis on the latest technology, resources, and standards. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation, as well as how to manage a classroom for success. Features include: The entire text has been reorganized so that assessment takes a more central role in planning and teaching. Unit 3 (of 5) now addresses the use of summative and formative assessments to inform classroom teaching practices. ? A new feature, "Links and Resources," has been added to each of the 13 chapters. While the book includes a substantial listing of citations and resources after the chapters, five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. ? Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research, materials, and resources that support the teaching of mathematics. ? A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic. ? A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure, as well as a discussion of practical suggestions for success in methods and student teaching experiences. ? Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers, including apps that can be run on handheld, personal devices. An updated Instructor's Manual features a test bank, sample classroom activities, Powerpoint slides, chapter summaries, and learning outcomes for each chapter, and can be accessed by instructors online at [www.routledge.com/9780367146511](http://www.routledge.com/9780367146511)

Designed to help pre-service and in-service teachers gain the knowledge they need to facilitate students' understanding, competency, and interest in mathematics, the revised and updated Second Edition of this popular text and resource bridges the gap between the mathematics learned in college and the mathematics taught in secondary schools. Highlighting multiple types of mathematical understanding to deepen insight into the secondary school mathematics curriculum, it addresses typical areas of difficulty and common student misconceptions so teachers can involve their students in learning mathematics in a way that is interesting, interconnected, understandable, and often surprising and entertaining. Six content strands are discussed—Numbers and Operations; Algebra; Geometry; Measurement; Data Analysis and Probability; and Proof, Functions, and Mathematical Modeling. The informal, clear style supports an interactive learner-centered approach through engaging pedagogical features: Launch Questions at the beginning of each section capture interest and involve readers in learning the mathematical concepts. Practice Problems provide opportunities to apply what has been learned and complete proofs. Questions from the Classroom bring the content to life by addressing the deep "why" conceptual questions that middle or secondary school students are curious about, and questions that require analysis and correction of typical student errors and misconceptions; focus on counter intuitive results; and contain activities and/or tasks suitable for use with students. Changes in the Second Edition New sections on Robotics, Calculators, Matrix Operations, Cryptography, and the Coefficient of Determination New problems, simpler proofs, and more illustrative examples Answers and hints for selected problems provided Number theory is one of the few areas of mathematics where problems of substantial interest can be fully described to someone with minimal mathematical background. Solving such problems sometimes requires difficult and deep methods. But this is not a universal phenomenon; many engaging problems can be successfully attacked with little more than one's mathematical bare hands. In this case one says that the problem can be solved in an elementary way. Such elementary methods and the problems to which they apply are the subject of this book. Not Always Buried Deep is designed to be read and enjoyed by those who wish to explore elementary methods in modern number theory. The heart of the book is a thorough introduction to elementary prime number theory, including Dirichlet's theorem on primes in arithmetic progressions, the Brun sieve, and the Erdos-Selberg proof of the prime number theorem. Rather than trying to present a comprehensive treatise, Pollack focuses on topics that are particularly attractive and accessible. Other topics covered include Gauss's theory of cyclotomy and its applications to rational reciprocity laws, Hilbert's solution to Waring's problem, and modern work on perfect numbers. The nature of the material means that little is required in terms of prerequisites: The reader is expected to have prior familiarity with number theory at the level of an undergraduate course and a first course in modern algebra (covering groups, rings, and fields). The exposition is complemented by over 200 exercises and 400 references.

This insightful book combines the history, pedagogy, and popularization of algebra to present a unified discussion of the subject. Classical Algebra provides a complete and contemporary perspective on classical polynomial algebra through the exploration of how it was developed and how it exists today. With a focus on prominent areas such as the numerical solutions of equations, the systematic study of equations, and Galois theory, this book facilitates a thorough understanding of algebra and illustrates how the concepts of modern algebra originally developed from classical algebraic precursors. This book successfully ties together the disconnect between classical and modern algebra and provides readers with answers to many fascinating questions that typically go unexamined, including: What is algebra about? How did it arise? What uses does it have? How did it develop? What problems and issues have occurred in its history? How were these problems and issues resolved? The author answers these questions and more, shedding light on a rich history of the subject—from ancient and medieval times to the present. Structured as eleven "lessons" that are intended to give the reader further insight on classical algebra, each chapter contains thought-provoking problems and stimulating questions, for which complete answers are provided in an appendix. Complementing with a mixture of historical remarks and analyses of polynomial equations throughout, Classical Algebra: Its Nature, Origins, and Uses is an excellent book for mathematics courses at the undergraduate level. It also serves as a valuable resource to anyone with a general interest in mathematics.

A geometry course based on this book was taught successfully by Gene Murrow for several years. We are much indebted to Springer-Verlag for publishing Geometry, so that others can try our approach. The publishers and we thought it would be appropriate to issue the book first in a preliminary edition, on which we would welcome comments, especially from students and teachers of the high school geometry course. Such comments can bear on any aspect of Geometry, ranging from the choice of topics, the ordering of the topics, and other global considerations, to possible computational errors and misprints. We shall welcome criticisms and suggestions. Serge Lang Gene Murrow Contents Theorems Proved in Geometry xi xvii Introduction CHAPTER 1 -Distance and Angles 51. Lines 1 52. Distance 12 53. Angles 20 54. Proofs 43 55. Right Angles and Perpendicularity 52 86. The Angles of a Triangle 65 CHAPTER 2 - Coordinates 51. Coordinate Systems 85 52. Distance between Points on a Line 94 53. Equation of a Line 96 CHAPTER 3 - Area and the Pythagoras Theorem 51. The Area of a Triangle 107 S2. The Pythagoras Theorem 125 viii CONTENTS CHAPTER 4 - The Distance Formula S1. Distance between Arbitrary Points 142 S2. Higher Dimensional Space 148 S3. Equation of a Circle 155 CHAPTER 5 - Some Applications of Right Triangles S1. Perpendicular Bisector 162 S2. Isosceles and Equilateral Triangles 175 S3. Theorems About Circles 190 CHAPTER 6 - Polygons S1.

When it comes to math, standards-aligned is achievement-aligned... Since The Common Core Mathematics Companions for grades K–2, 3–5 and 6–8 burst on the scene, they have been lauded as the best resources for making critical math ideas easy to teach. With this brand-new volume, high school mathematics success is at your fingertips. The authors lay out the pieces of an in-depth explanation, showing the mathematical progression of each conceptual category, how standards connect within and across domains, and what teachers and students should be doing every day to foster deep learning.

Transforming the standards into learning outcomes just got a lot easier This expansion of the popular Common Core Mathematics Companions provides a Cross-Referencing Index for states implementing

their own specific mathematics standards. This index allows you to see in an instant which of your standards are the same as CCSS-M, which differ and how—and which page number to turn to for standards-based teaching ideas. Beyond that? It's the same great go-to guide for guide for teaching, planning, assessing, collaborating, and designing powerful high school mathematics curriculum, in any state or district.

For algebra or geometry courses for teachers; courses in topics of mathematics; capstone courses for teachers or other students of mathematics; graduate courses for practicing teachers; or students who want a better understanding of mathematics. Filling a wide gap in the market, this text provides current and prospective high school teachers with an advanced treatment of mathematics that will help them understand the connections between the mathematics they will be teaching and the mathematics learned in college. It presents in-depth coverage of the most important concepts in high school mathematics: real numbers, functions, congruence, similarity, and more.

Hidden HarmoniesThe Lives and Times of the Pythagorean TheoremBloomsbury Publishing USA

Research into teacher education is dominated by Anglophone literature, with the inevitable result that teacher education in non-English speaking regions of the world largely remains unexamined. This book fills the gap in the existing literature and comprises twelve invited contributions from an international panel of educationists. To provide the reader with a clear structure, the book offers a detailed introduction and afterword which brings together the various themes examined in each chapter. The contributions offer perspectives on teacher education in the Asian region, perspectives which, until now, have been missing from contemporary debate on teacher education. Presenting research from Australia, Japan, the USA, the People's Republic of China, the Republic of Korea and Vietnam, this book examines the varied situations teacher educators experience in their own countries; in so doing the researchers identify resonances and dissonances in comparison with the dominant Anglophone research literature on the same subjects. This book is an important contribution to the comparative study of teacher education in the first decade of the twenty-first century, giving a voice to an important sector of the international community of teacher educators. This book was published as a special issue of Journal of Education for Teaching: International research and pedagogy.

This monograph reports on an analysis of a small part of the mathematics curriculum, the definitions given to quadrilaterals. This kind of research, which we call micro-curricular analysis, is often undertaken by those who create curriculum, but it is not usually done systematically and it is rarely published. Many terms in mathematics education can be found to have different definitions in mathematics books. Among these are "natural number," "parallel lines" and "congruent triangles," "trapezoid" and "isosceles trapezoid," the formal definitions of the trigonometric functions and absolute value, and implicit definitions of the arithmetic operations addition, subtraction, multiplication, and division. Yet many teachers and students do not realize there is a choice of definitions for mathematical terms. And even those who realize there is a choice may not know who decides which definition of any mathematical term is better, and under what criteria. Finally, rarely are the mathematical implications of various choices discussed. As a result, many students misuse and otherwise do not understand the role of definition in mathematics. We have chosen in this monograph to examine a bit of mathematics for its definitions: the quadrilaterals. We do so because there is some disagreement in the definitions and, consequently, in the ways in which quadrilaterals are classified and relate to each other. The issues underlying these differences have engaged students, teachers, mathematics educators, and mathematicians. There have been several articles and a number of essays on the definitions and classification of quadrilaterals. But primarily we chose this specific area of definition in mathematics because it demonstrates how broad mathematical issues revolving around definitions become reflected in curricular materials. While we were undertaking this research, we found that the area of quadrilaterals supplied grist for broader and richer discussions than we had first anticipated. The intended audience includes curriculum developers, researchers, teachers, teacher trainers, and anyone interested in language and its use.

A perfect resource for high school mathematics teachers, this book helps them develop or refine their own teaching philosophy. They'll learn how to create a supportive classroom environment in which their students think together, take intellectual risks, and debate ideas. They'll gain a better understanding about the importance of cooperative learning strategies through immersion. And they'll engage in logic and reasoning. Puzzles and activities are presented to bring the material to life as well. All of this will help high school mathematics bring the excitement of the subject into the classroom.

This festschrift volume constitutes a unique tribute to Zohar Manna on the occasion of his 64th birthday. Like the scientific work of Zohar Manna, the 32 research articles span the entire scope of the logical half of computer science. Also included is a paean to Zohar Manna by the volume editor. The articles presented are devoted to the theory of computing, program semantics, logics of programs, temporal logic, automated deduction, decision procedures, model checking, concurrent systems, reactive systems, hardware and software verification, testing, software engineering, requirements specification, and program synthesis.

News about this title: — Author Marty Weissman has been awarded a Guggenheim Fellowship for 2020. (Learn more here.) — Selected as a 2018 CHOICE Outstanding Academic Title — 2018 PROSE Awards Honorable Mention An Illustrated Theory of Numbers gives a comprehensive introduction to number theory, with complete proofs, worked examples, and exercises. Its exposition reflects the most recent scholarship in mathematics and its history. Almost 500 sharp illustrations accompany elegant proofs, from prime decomposition through quadratic reciprocity. Geometric and dynamical arguments provide new insights, and allow for a rigorous approach with less algebraic manipulation. The final chapters contain an extended treatment of binary quadratic forms, using Conway's topograph to solve quadratic Diophantine equations (e.g., Pell's equation) and to study reduction and the finiteness of class numbers. Data visualizations introduce the reader to open questions and cutting-edge results in analytic number theory such as the Riemann hypothesis, boundedness of prime gaps, and the class number 1 problem. Accompanying each chapter, historical notes curate primary sources and secondary scholarship to trace the development of number theory within and outside the Western tradition. Requiring only high school algebra and geometry, this text is recommended for a first course in elementary number theory. It is also suitable for mathematicians seeking a fresh perspective on an ancient subject.

Content Description #Dedicated to Wilfried Brauer.#Includes bibliographical references and index.

The Harvard mathematician authors of The Art of the Infinite present a history of the famous relation "A squared plus B squared equals C squared" that assesses its contributors from da Vinci to the Freemasons while analyzing its numerous proofs and applications.

Our collected work contains mathematics education research papers. Comparative studies of school textbooks cover content selection, compilation style, representation method, design of examples and exercises, mathematics investigation, the use of information technology, and composite difficulty level, to name a few. Other papers included are about representation of basic mathematical thought in school textbooks, a study on the compilation features of elementary school textbooks, and a survey of the effect of using new elementary school textbooks.

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