

KA STROUD
ENGINEERING
MATHEMATICS

PROGRAMMES AND PROBLEMS

ENGINEERING MATHEMATICS

Programmes and Problems

K. A. Stroud

Macmillan Education

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PREFACE

The purpose of this book is to provide a complete year's course in mathematics for those studying in the engineering, technical and scientific fields. The material has been specially written for courses leading to

(i) Part I of B.Sc. Engineering Degrees,

(ii) Higher National Diploma and Higher National Certificate in technological subjects, and for other courses of a comparable level. While formal proofs are included where necessary to promote understanding, the emphasis throughout is on providing the student with sound mathematical skills and with a working knowledge and appreciation of the basic concepts involved. The programmed structure ensures that the book is highly suited for general class use and for individual self-study, and also provides a ready means for remedial work or subsequent revision.

The book is the outcome of some eight years' work undertaken in the development of programmed learning techniques in the Department of Mathematics at the Lanchester College of Technology, Coventry. For the past four years, the whole of the mathematics of the first year of various Engineering Degree courses has been presented in programmed form, in conjunction with seminar and tutorial periods. The results obtained have proved to be highly satisfactory, and further extension and development of these learning techniques are being pursued.

Each programme has been extensively validated before being produced in its final form and has consistently reached a success level above 80/80, i.e. at least 80% of the students have obtained at least 80% of the possible marks in carefully structured criterion tests. In a research programme, carried out against control groups receiving the normal lectures, students working from programmes have attained significantly higher mean scores than those in the control groups and the spread of marks has been considerably reduced. The general pattern has also been reflected in the results of the sessional examinations.

The advantages of working at one's own rate, the intensity of the student involvement, and the immediate assessment of responses, are well known to those already acquainted with programmed learning activities. Programmed learning in the first year of a student's course at a college or university provides the additional advantage of bridging the gap between the rather highly organised aspect of school life and the freer environment and which puts greater emphasis on personal responsibility for his own progress which faces every student on entry to the realms of higher education.

Acknowledgement and thanks are due to all those who have assisted in any way in the development of the work, including those who have been actively engaged in validation processes. I especially wish to record my sincere thanks for the continued encouragement and support which I received from my present Head of Department at the College,

Mr. J. E. Sellars, M.Sc., A.F.R.Ae.S., F.I.M.A., and also from Mr. R. Wooldridge, M.C., B.Sc., F.I.M.A., formerly Head of Department, now Principal of Derby College of Technology. Acknowledgement is also made of the many sources, too numerous to list, from which the selected examples quoted in the programmes have been gleaned over the years. Their inclusion contributes in no small way to the success of the work.

K. A. Stroud

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