

Curious Calculus Questions from Students and Colleagues—Part III

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Abstract

Curious questions are those questions based on a hunch or personal interest. While these questions may baffle students and teachers alike, pursuing an answer can potentially lead to a fascinating mathematical journey. Students may be led to important mathematical generalizations while teachers may stumble upon ideas for challenging projects and enrichment. Either way, the situation is a win–win for student and teacher. This is the final article of a three-part series, which discusses many questions that have been asked over the years, addresses the enduring nature of such questions, and details how to encourage curiosity and investigation in classroom environments.



Keith Nabb teaches mathematics at the University of Wisconsin–River Falls. He earned his PhD in mathematics education from the Illinois Institute of Technology in Chicago, IL. His interests include nonroutine problems, student questioning, and the mathematical knowledge that teachers bring to instruction.

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