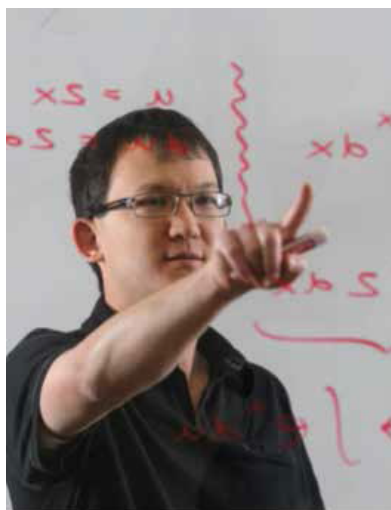


## ***Let Me Count the Ways ... “Integrating” Integration for Students***

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### ***Abstract***

Sometimes students harbor misconceptions about the nature of integration. This article reports on a small class of Calculus II students, most who submitted a solution to a challenging integral. To the teacher’s surprise, many of the solutions were qualitatively different yet equivalent to one another. For several students, the public sharing of the solutions was an instructive and eye-opening experience—convincing many that any given problem can have multiple pathways to a solution.



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