

Review of: "Essential Calculus, a Revolutionary Approach to Teaching Calculus"

Daniel Brox¹

¹ University of British Columbia

Potential competing interests: No potential competing interests to declare.

As someone who has not taught calculus before, it would help me understand the reason for writing the article if the author elaborated on their identification of problems with the way calculus is currently taught, and how the outlined 10 week course addresses these problems. The first two listed problems with current calculus teaching: #1 – it is unmotivated because interesting problems are unsolvable, #2 – it is abstract and too rigorous, would be more convincing if supported by references (e.g. details of the NSF calculus education reform), and suggestion #3 that teaching calculus takes two years should refer to a specific institutional example. If the goal of the article is to help achieve NSF calculus education reform goals, whatever these are, it might be given a different title to indicate this objective. If the goal is to prepare students to successfully complete engineering and science work and/or improve the general state of math/science knowledge, following Feynman's lead might yield more positive results:

https://www.feynmanlectures.caltech.edu/III_91.html