

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

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I always enjoy the contributions that are made to the teaching and learning of Calculus. In this manuscript, the authors' proposal shows an approach to calculus, as an extended syllabus, from the perspective of starting from essential elements and using the strictly necessary tools for the training of students in this subject.

I have no doubt that it can be a successful approach to Calculus, however some of my reservations are based on the following questions:

1. The proposal is not contextualized. What students is it aimed at? Should it be assumed to be universal? In that case,
2. What evidence about validity is provided? The document does not mention studies that support the validity of the proposal either a priori or a posteriori.
3. The lack of evidence on the validity of the proposal contrasts with some of the assertions made, such as, for example, "The following is everything that the student needs to learn to be able to reach the goal of being able to solve linear second-order differential equations" (p. 3). How can the authors be sure of this statement?

I have no comments on the quality of the proposal. My suggestions focus on the need to justify several aspects, for which authors should answer questions such as:

- Why is the proposal necessary?
- What contributions are made?
- How does it improve other proposals on the teaching of Calculus?
- To whom is the proposal addressed?
- Is there a didactic basis that supports the proposal?
- Do the authors have evidence that the teaching proposal is effective?
- ...