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

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The aim of this paper is to set an innovative schedule for teaching calculus within ten weeks, and it was necessary first to define the previous requirements for the study, and it is understood that teaching mathematics for students who are committed to a study program with a specific period of time needs to be taught relatively quickly so that students can follow up Lessons of other subjects that require mathematics as a prerequisite for understanding their subjects, since mathematics is the language of science, and this leads us to consider the process of teaching mathematics and its applications in a hybrid and integrated manner with other subjects such as physics and chemistry, for example, by solving life problems in physics or chemistry related to mathematical concepts that are presented to students as an application of the concepts that They study it in calculus and integration, and this can be used in teaching methods based on e-learning and the use of electronic methods to display curves and objects in two or three dimensions to speed up the process of understanding and application for students, relying on preparing examples presented in a sequential manner that takes into account the gradation in difficulty and in an attractive and enjoyable way for students The main idea that I focus on is presenting the material in a way that suits the way of thinking of this technology-dependent generation in its life, and exploiting that by presenting the material in a way that the student can refer to at any time of the day through videos to explain the material or activities to solve problems through cellular devices and computers. .In addition, it was referred to Section 5, that the abbreviation of physical applications in solving differential equations of the first or second degree (after modeling). I think it could have expanded more than that.

Of course, during the presentation and teaching of mathematics, it should not be overlooked to present the concepts, terminology and theories in mathematics as an abstract intellectual construction in which concepts from other sciences, physics and chemistry, can be inhabited.As it is written, "a revolutionary approach..." I see that this matter has a point of view, because the one who looks at the information revolution around us has already made a revolution imposed on all sciences, including mathematics through modern technology in teaching and evaluation, and any attempt by us does not transgress in any way from Forms is not an attempt to respond to a revolution that has already begun. The usefulness of this paper and its contribution is modest. We need a greater effort to keep pace with the information revolution by intensifying our work in a hungry way to take advantage of serious research and its recommendations to produce new and suitable for our students.