| TOPIC PLAN |  |  |
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| Partner organization | Politehnica University of Timisoara |  |
| Topic | Improper Integrals |  |
| Lesson title | Improper Integrals |  |
| Learning objectives | - Definition of an improper integrals <br> - Basic idea and Example <br> - Geometric interpretation of an area for to the improper integrals <br> - Example of divergence of an improper integrals <br> - Convergence criteria for the improper integrals | Methodology <br> $\square$ Modeling <br> $\square$ Collaborative learning <br> $\square$ Project based learning <br> $\square$ Problem based <br> learning |
| Aim of the lecture I Description of the practical problem | The problem: If the interval is infinite won't the area be infinite? Now one might initially assume that if the interval of integration is infinite, the area under the curve must also be infinite, but actually this is not always the case. | Strategies/Activities <br> $\square$ Graphic Organizer <br> $\square$ Think/Pair/Share <br> $\square$ Discussion questions |
|  |  | Assessment for learning $\square$ Observations $\square$ Conversations |
| Previous knowledge assumed: | - Knowledge of Integration <br> - Knowledge of the properties of Riemann's integral | WWork sample <br> $\square$ Conference <br> $\square$ Check list <br> $\square$ Diagnostics |
|  |  | Assessment as learning <br> $\square$ Self-assessment <br> $\square$ Peer-assessment <br> $\square$ Presentation |
| Introduction I Theoretical basics | - The students are asked about their research on primitives (homework). The solution of the practical problem. | $\square$ Graphic Organizer VHomework |

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[^2]| Action | - Definition and basic concepts The concept of Riemann integrability in effect, familiar reader since the last class of high school, can expand the functions defined on unbounded intervals and also to unbounded functions: <br> $f:[a, b) \longrightarrow R$, with $b=\infty$, or $b$ is a finite number, but $f$ is an unbounded function, respectively <br> $f:(a, b] \longrightarrow R$, with $a=-\infty$, or $a$ is a finite number, but $f$ is an unbounded function. <br> Questions for the students: <br> - Define an improper integral! <br> - What do you observe? <br> Let $f:[a, b) \longrightarrow R$ be an integrable function on any interval $[a, u]$ lsubset $[a, b)$. In this case it makes sense to consider the function $\mathrm{F}:[\mathrm{a}, \mathrm{~b}) \longrightarrow \mathrm{R}, \quad F(u) \stackrel{d u}{=} \int_{a}^{u} f(x) d x$ <br> Definition: The function $f$ is integrable in the generalized sense on $[a, b)$ if and only if exists $\lim _{n \rightarrow \infty} F(u)$ (as a finite number). In this case we will say that the improper integral $\int_{a}^{b} f(x) d x$ is convergent and we define: $\int_{a}^{b} f(x) d x \underset{\substack{u \rightarrow b \\ u<b}}{ } \lim _{a} \int_{a}^{u} f(x) d x$ <br> The extremity $b$ of the definition interval (can be infinity or in which neighborhood $f$ is an unbounded function) is a singular point of the improper integral $\int_{a}^{b} f(x) d x$. <br> If the singular point minus infinity or infinity then the improper integral is easy to recognize; the singular point to finite distance is often highlighted by the suggestive notation |
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| Materials I <br> equipment I <br> digital tools I <br> software | The materials for learning: the references at the <br> end of the document; <br> Equipment: classroom, blackboard/whiteboard, <br> different colours of chalk/markers; <br> Digital tools: laptop, projector, smart board; <br> Software: Wolfram Mathematica, Geogebra. |
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| Consolidation | - Use of materials, equipment, digital tools, software by teachers and <br> students; <br> - The teacher's discussion with the students through appropriate <br> questions; |
| - Independent solving of simple tasks by the students under the <br> supervision of the teacher; <br> - Given of examples by the teacher for introducing a new concept in <br> a cooperation and a discussion with the students; |  |
| - Assignment of homework by the teacher with a time limit until the <br> next class. |  |
| Reflections and next steps |  |

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