Discussion

The post about the jelly-beans in the jar requires the use of array for finding a plausible solution. The students have to guess how many jelly beans are in the jar. They can use the array for making guesses and they use the program for finding with amount is more accurate and closer to the real value. I find that array is more suitable in situations where one needs to store many values related to the variables. In the current problem, the students have to make guesses by considering the size of the class. The arrays will be used for representing the number of rows and columns. The number 2 x 4 is used for creating rows and columns (Mayrhofer, Viklund, & Isaksson, 2016).

To solve the problem by using array the students will need to use multiplication. The students can make rows and columns for making an appropriate guess about the number of jelly beans. The answers obtained by the students may be the same but the array may look different. Different options are selected by the students for making guesses. Their estimations may vary because there is no similar rule for the solution of the array. Students would think about how many jelly-beans they could bring in the jar that would take them to the right estimate. Different guesses or inputs can be used by the students for solving the problem until they find the estimated number is closer to the real value (Wawro, 2015).

There is no common rule for solving the array so the best method that the students can use is by making guesses and trying different inputs. This will allow them to get to the closest number. They may not obtain the actual number but this increase the likelihood of getting the closest one.

References

Mayrhofer, M., Viklund, B., & Isaksson, A. (2016). Rawcopy: Improved copy number analysis with Affymetrix arrays. *Scientific Reports, 6*.

Wawro, M. (2015). Reasoning About Solutions in Linear Algebra: the Case of Abraham and the Invertible Matrix Theorem. *International Journal of Research in Undergraduate Mathematics Education, 1* (3), 315–338.