



Johan de Witt scholengroep

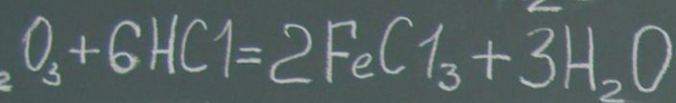
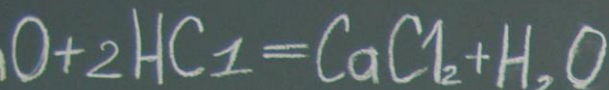
Noortje Bonenkamp

Yash heeft 3 kaartspellen met een rode achterkant en 1 kaartspel met een blauwe achterkant. Elk kaartspel heeft 54 kaarten. Hij wil de rode kaarten staand en de blauwe kaarten liggend gebruiken.



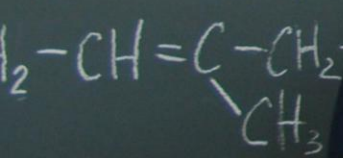
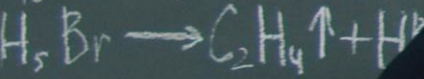
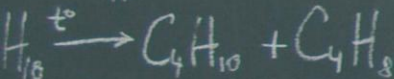
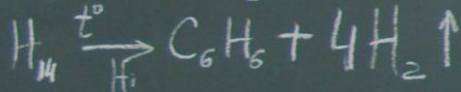
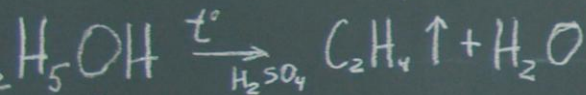
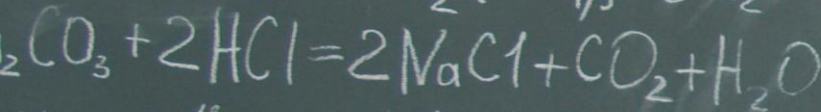
→ Bereken het aantal verdiepingen van het grootste kaartenhuis dat hij op deze manier kan maken. Schrijf je berekening op.

$$\lim_{n \rightarrow \infty} (a_n + b_n) = \lim_{n \rightarrow \infty} a_n + \lim_{n \rightarrow \infty} b_n$$



$$\frac{|q_1||q_2|}{4\pi\epsilon_0 x^2} \quad \epsilon_0 = 8,85 \times 10^{-12} \frac{\text{C}^2}{\text{F} \cdot \text{m}}$$

$$F_1 = F_2 = \sqrt{F_{12}^2 + F_{32}^2 + 2F_{12}F_{32}\cos\alpha}$$



$$T = \frac{1}{2} \sum_{k=1}^n m_k (v_0 + u_k) \times$$

$$\times (v_0 + u_k) = \frac{1}{2} v_0^2 \sum_{k=1}^n m_k Q_k$$

$$+ v_0 \sum_{k=1}^n m_k u_k + \frac{1}{2} \sum_{k=1}^n m_k u_k^2$$

$$p_k = p_0 + p_k$$

$$v_k = v_0 + u_k$$

$$\sum_{k=1}^n m_k p_k = 0$$

$$\sum_{k=1}^n m_k u_k = 0$$

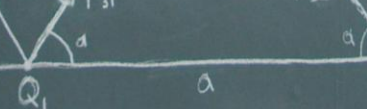
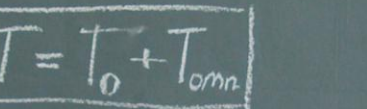
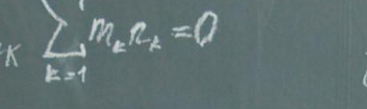
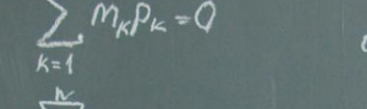
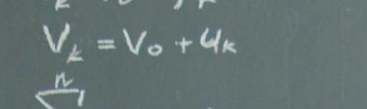
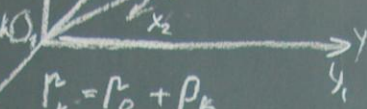
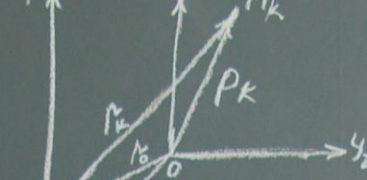
$$T = T_0 + T_{\text{omn}}$$

$$Q_1 = Q_2 = 2 \cdot 10^{-9}$$

$$Q_3 = -2 \cdot 10^{-9}$$

$$a = 0,1$$

$$F_1 = ? F_2 = ? F_3 = ?$$



$$\int f(ax+b)dx = \frac{1}{a} F(ax+b) + C, a \neq 0$$

$$4. \int \alpha f(x) + \beta g(x) dx = \alpha \int f(x) dx + \beta \int g(x) dx, \alpha^2 + \beta^2 = 1$$

$$\sin x = a (|a| \leq 1) \Rightarrow x = (-1)^k \arcsin a + \pi k, k \in \mathbb{Z}$$

$$\arcsin a + \pi k, k \in \mathbb{Z}$$

$$\sin x = 0 \Rightarrow x = \pi k, k \in \mathbb{Z}$$

$$\sin x = 1 \Rightarrow x = \pi/2 + 2\pi k, k \in \mathbb{Z}$$

$$\sin x = -1 \Rightarrow x = -\pi/2 + 2\pi k, k \in \mathbb{Z}$$

$$\cos x = a (|a| \leq 1) \Rightarrow x = \pm \arccos a + 2\pi k, k \in \mathbb{Z}$$

$$\bar{a} \quad \bar{r}(M) \quad M_n$$

$$\forall \epsilon > 0 \exists \delta(\epsilon) > 0, \forall M, 0 < |MM_0| \leq \delta(\epsilon) \Rightarrow |\bar{r}(M) - \bar{a}| \leq \epsilon$$

$$\lim_{M \rightarrow M_0} \bar{r}(M) = \bar{a}$$

$$\lim_{M \rightarrow M_0} \bar{r}_i(M) = \bar{a}_i (i=1,2,3), \lim_{M \rightarrow M_0} f(M) = d$$

$$\lim_{M \rightarrow M_0} (f(M) \bar{r}_1(M)) = \alpha \bar{a}_1$$

$$\lim_{M \rightarrow M_0} (\bar{r}_1(M) \cdot \bar{r}_2(M)) = \bar{a}_1 \cdot \bar{a}_2$$

$$\lim_{M \rightarrow M_0} [\bar{r}_1(M) \cdot \bar{r}_2(M)] = [\bar{a}_1 \bar{a}_2] \lim_{M \rightarrow M_0} (\bar{r}_1(M) \cdot \bar{r}_2(M))$$

$$\frac{dx}{p} = \frac{dy}{q} = \frac{dz}{r}$$

$$(x-a)^2 + (y-b)^2 = R^2$$

$$x = R \cos t, y = R \sin t$$

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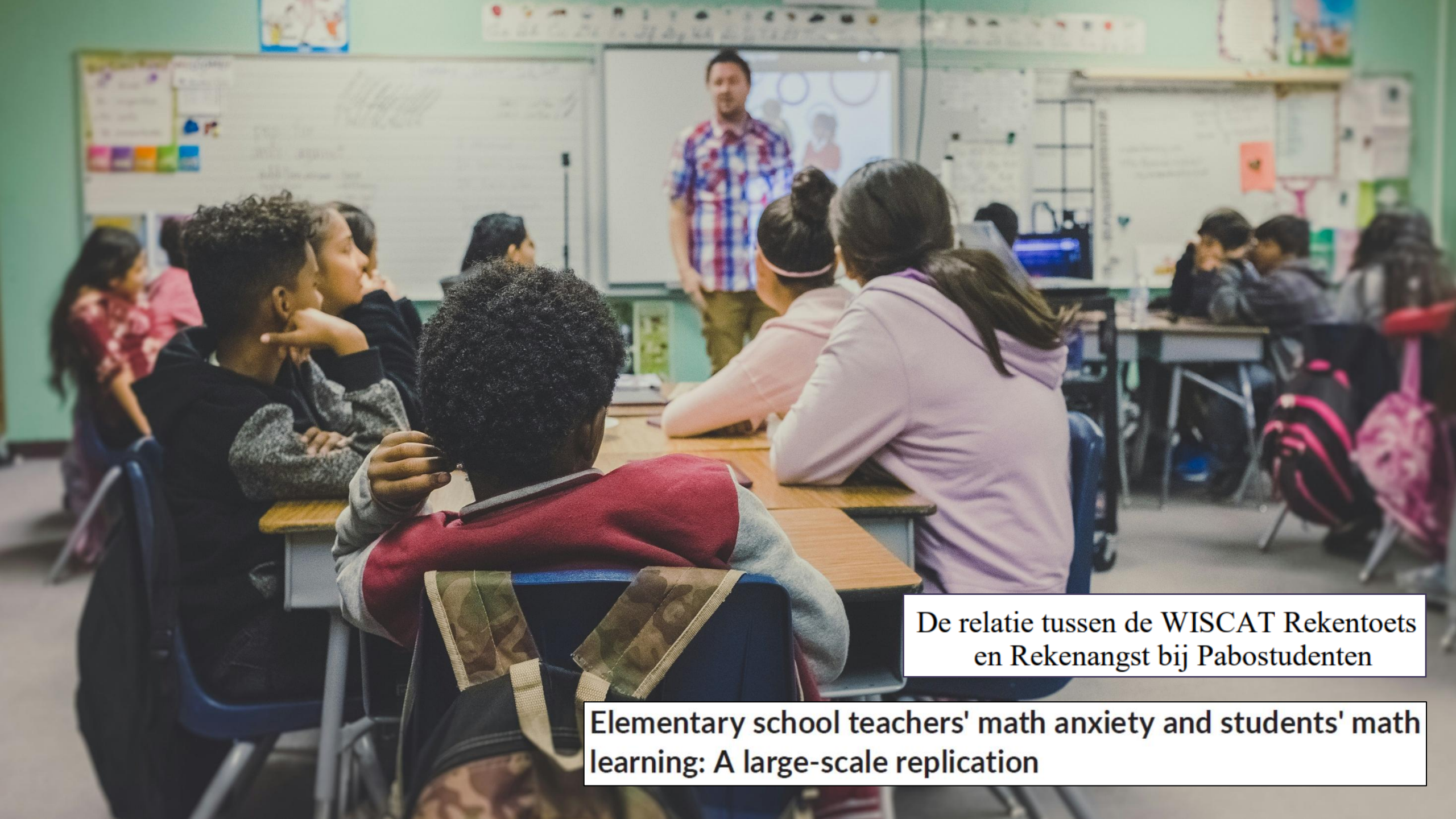
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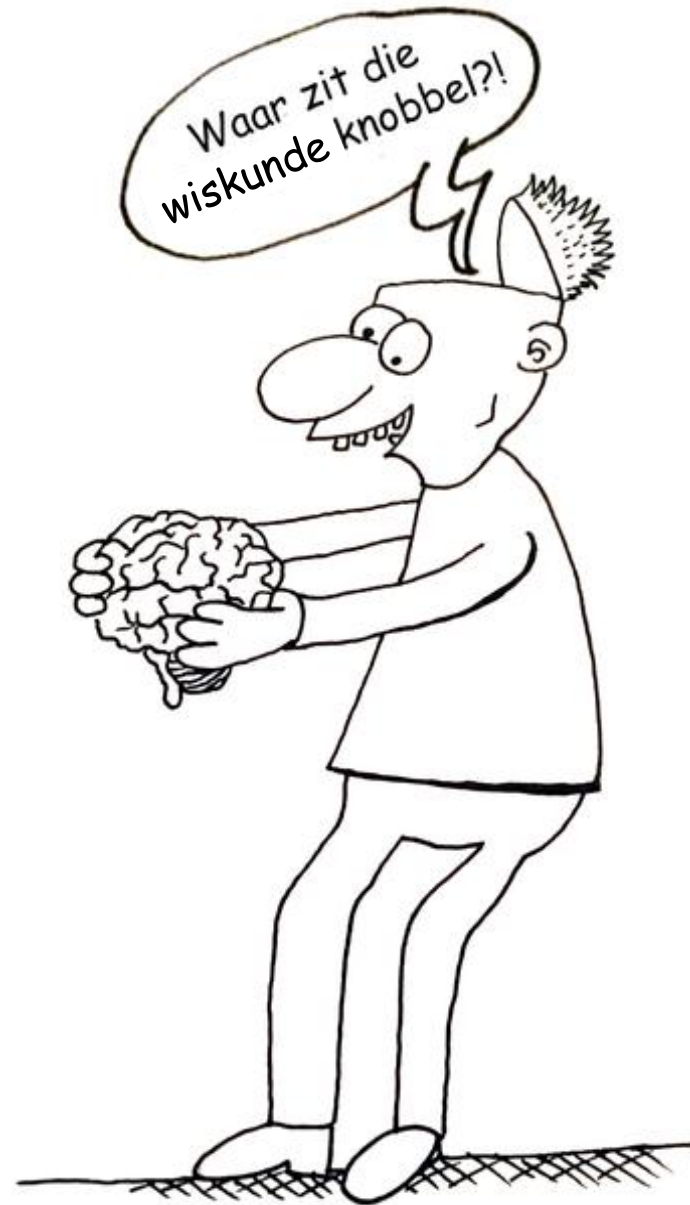
De relatie tussen de WISCAT Rekentoets
en Rekenangst bij Pabostudenten

Elementary school teachers' math anxiety and students' math
learning: A large-scale replication

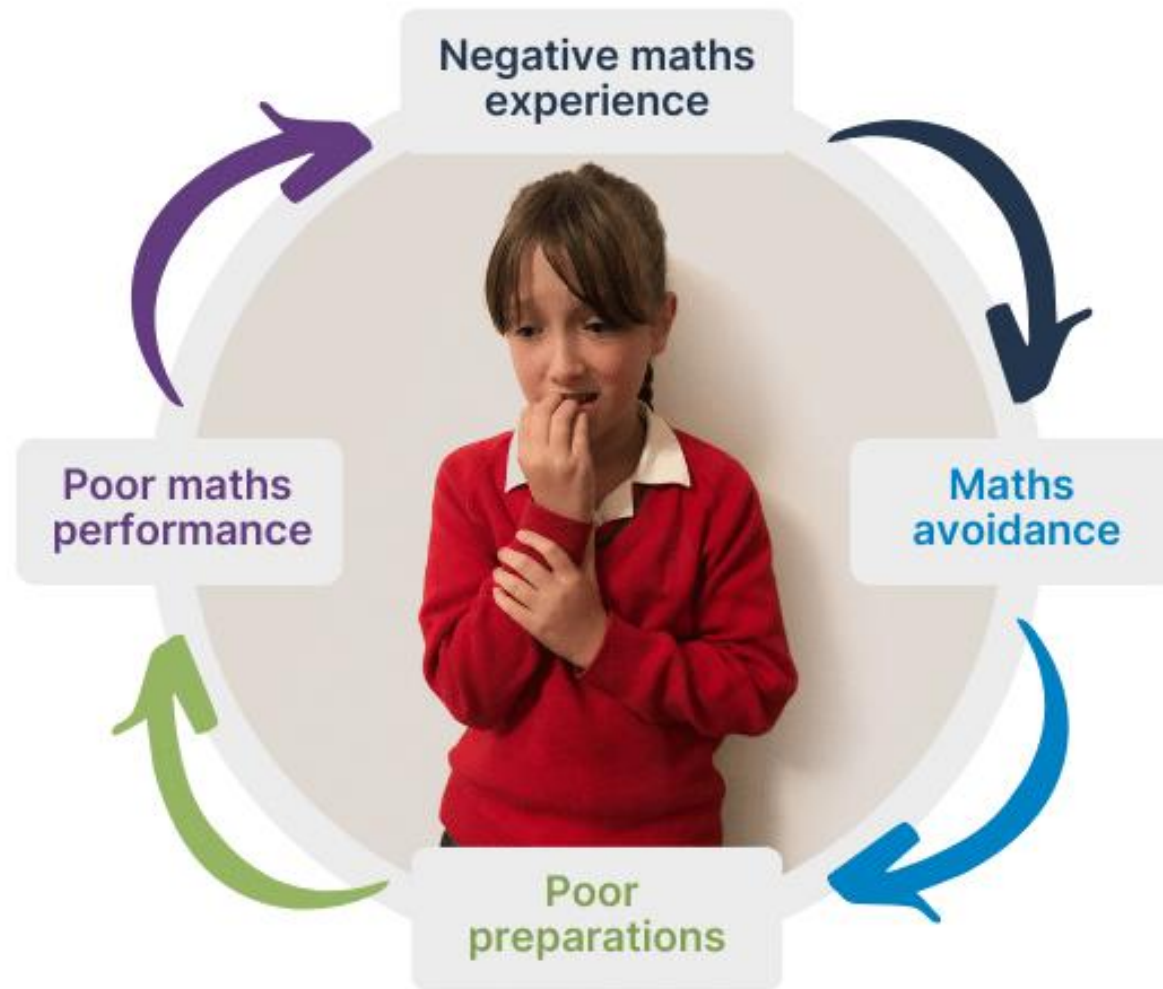


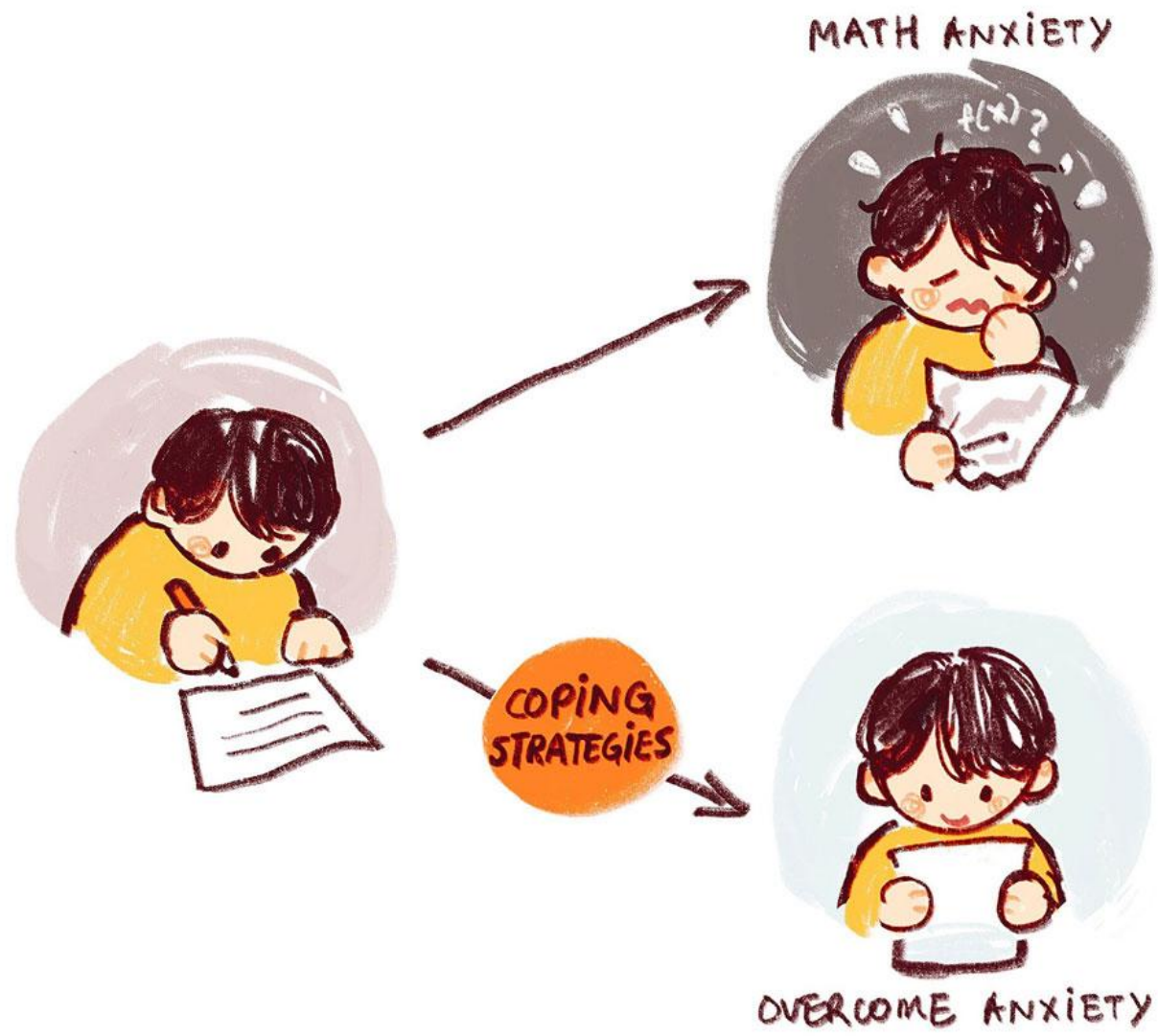
Ik was vroeger zó
slecht in Wiskunde!

Lol ik ook!!!









Van wiskundeangst naar wiskundekansen

Hoe escaperooms kunnen bijdragen aan betekenisvol en motiverend wiskundeonderwijs in het beroepsonderwijs

Kan dat, van je wiskundeangst afkomen?

Math Anxiety: Past Research, Promising Interventions, and a New Interpretation Framework

Elementary school teachers' math anxiety and students' math learning: A large-scale replication

Effects of Movement, Growth Mindset and Math Talks on Math Anxiety

Do Games Reduce Maths Anxiety? A Review of the Current Literature

Math anxiety: who has it, why it develops, and how to guard against it

“I Can Math!”: Reducing Math Anxiety and Increasing Math Self-Efficacy Using a Mindfulness and Growth Mindset-Based Intervention in First-Year Students



**Tips voor
leerlingen**

**Tips voor
vakdocenten**

**Tips voor
ouders**

Tip 1: Zo klein mogelijke stukjes

$$\frac{5}{4} + \frac{1}{3}$$

Handwritten notes for finding the LCM:

- For $\frac{5}{4}$: $\times \frac{3}{3}$
- LCM = 12
- For $\frac{1}{3}$: $\times \frac{4}{4}$

$$= \frac{15}{12} + \frac{4}{12}$$

$$= \frac{19}{12}$$

Tip 1: Zo klein mogelijke stukjes

$$\frac{5}{4} + \frac{1}{3}$$

Handwritten notes showing the process of finding the LCM:

- For $\frac{5}{4}$, multiply by $\frac{3}{3}$ (circled).
- LCM = 12 (circled).
- For $\frac{1}{3}$, multiply by $\frac{4}{4}$ (circled).

$$= \frac{15}{12} + \frac{4}{12}$$

$$= \frac{19}{12}$$

- ① Identify the numerator (cat)*
- ② Identify the denominator (cat)*
- ③ Decide if the fractions are in a form ready to be added (cat)
- ④ Find the Lowest Common Multiple (R)*
- ⑤ Transform a fraction so it is equivalent (T)*
- ⑥ Add fractions with the same denominators (T)*

Tip 2: Experimenteer met (speciaal ontworpen) games



MathifyMe

Tip 3:
Stimuleer een groei mindset



2026 / 2027

1

Concretiseren tips
in samenwerking
met vaksectie

2

Beter integreren in
faalangsttraject

3

Experimenteren met
onderzoeks-
resultaten, o.a.:

- MathifyMe
(gamification)
- NHL Stenden
(didactische
interventies)



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