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Osama O. Taani* (osama@nmsu.edu), 1011 Wooten Dr, Las Cruces, NM. *Multiple Paths to Mathematics Practice in al-Kashi's Key to Arithmetic: A Preliminary Report*. Preliminary report.

In this paper, I discuss one of the most distinguishing features of Jamshid al-Kashi's pedagogy from his Key to Arithmetic, a well-known Arabic mathematics textbook from the fifteenth century. This feature is the multiple paths that he includes to find a desired result. We show four different examples of his versatility in presenting a topic from multiple perspectives. These examples are multiple definitions, multiple algorithms, multiple formulas, and multiple methods for solving word problems. I look at possible implications for modern curricula. (Received September 22, 2010)