Curriculum Vitae

1. Personal Data

Name in Hebrew: פרופ׳ אוקסמן ויקטור

Name in English: Oxman Victor, Prof.

E-Mail: VictorO@wgalil.ac.il

2. Education Certificates and Degrees

Education	Institute	Department	From - To
First and Second Degree	Moscow State Pedagogical University	Mathematics	1971-1976
Third Degree	Academy of Pedagogical Sciences of the USSR, Moscow	Institute of content and teaching methods (Moscow)	1979-1982

3. Title of master's Thesis: Zermelo-Fraenkel system of axioms.

Supervisor: Prof. Kabakov F.A.

Title of Doctoral Thesis: The using of calculators as a factor of improvement of methods of teaching mathematics, sciences and technical subjects.

Supervisor: Prof. Antipov I.N.

4. Academic Ranks

Rank	% Position	From - To	Institute
Senior Researcher	100%	1979-1986	The All-Union Scientific- Methodical Center of Professional Technical Education, Moscow, USSR
Senior Researcher	100%	1986-1990	Academy of Pedagogical Sciences of the USSR, Moscow
Lecturer	100%	1995-2013	Western Galilee College
Senior Lecturer	100%	2013-2017	Western Galilee College
Associate Professor	100%	2017- Present	Western Galilee College Rank given 24.12. 17 by the Council for Higher Education of Israel

5. Grants and Awards

Year	Name of Grant/Award
2000	Teaching excellence, Western Galilee College
2016	Teaching excellence, Western Galilee College

6. Active Participation in Conferences (Only from 2001)

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments
2014	Atiner's 8th Annual International Conference on Mathematics & Statistics: Education & Applications	Athens	Mathematics& Math. Education/ Lecturer
2015	Atiner's 9th Annual International Conference on Mathematics & Statistics: Education & Applications	Athens	Mathematics& Math. Education/ Lecturer
2016	17th International Conference on Geometry and Graphics. (ICGG 2016).	Beijing	Geometry/ Lecturer
2016	7th Central- and Eastern European Conference on Computer Algebra and Dynamic Geometry Systems in Mathematics Education (CADGME 2016)	Targu Mures, Romania	Mathematics& Math. Education/ Lecturer
2017	The 11th Asian Forum on Graphic Science (AFGS 2017)	Tokyo	Geometry/ Lecturer
2018	18th International Conference on Geometry and Graphics. (ICGG 2018).	Milan	Geometry/ Lecturer

7. Positions Held

From-To	Institute	Position	% Position
1995-2013	Western Galilee College	Lecturer	100%
2013-2017	Western Galilee College	Senior Lecturer	100%
2017-Present	Western Galilee College	Associate Professor	100%

8. Scientific Areas of Specialization

Mathematics and Math. Education

9. Academic Profile

Research topics 1979-1990:

Developing methods of teaching science and technological subjects with usage of microcalculators and computers.

Current research topics (from 1990 until now):

1. Math Education. Using Dynamic Geometry Software in the teaching and learning of geometry: loci, geometric inequalities, extremal problems in geometry, conserved properties and others. Problems for enrichment of Mathematics Teacher Education in the field of geometry: various solution methods for the same problem, combination of traditional tools and dynamic software in teaching geometry, teaching triangle properties when some of its elements are given. Proofs without words.
2. Geometry. Triangle Geometry; Geometric Inequalities; Especial Geometrical Constructions.

Publications

Victor Oxman, Prof.

(* publications since last promotion)

A. Ph.D. Dissertation

Oxman, V. (1982). The using of microcalculators as a factor of improvement of methods of teaching mathematics, sciences and technical subjects. 260 p. Academy of Pedagogical Sciences of the USSR, Institute of content and teaching methods. Moscow (Russian).

Supervisor: Prof. Antipov I.N.

B. Articles in Refereed Journals

1.Published

1. **Oxman**, V., & Pashkova, L. (1980). Microcalculators - to a teaching and educational process. *Professional Technical Education, 5*, 40-41. (Russian).
2. **Oxman**, V. (1981). The applied aspects of using of microcalculators. *Professional Technical Education, 10,* 18-19. (Russian).
3. **Oxman**, V. (1983). Microcalculator in the system of professional-technical education. *Mathematics at School, 5*, 30-31. (Russian).
4. **Oxman**, V. (1983). Microcalculators - a typical theme. *Professional Technical Education, 11,* 26-27. (Russian).
5. Krass, E., & **Oxman**, V. (1985). Informatics: the fo11owing Step. *Professional Technical Education, 9,* 10-11. (Russian).
6. Kuznezov, A., & **Oxman**, V. (1985). "Hotspots" of Informatics. *Professional Technical Education, 11,* 16-18. (Russian).
7. Kuznezov, J., & **Oxman**, V. (1986). Calculator-welder. *Science & Life, 10,* 57. (Russian).
8. **Oxman**, V. (1986). The fulcrum. *Professional Technical Education, 2,* 18-20. (Russian).
9. **Oxman**, V., & Pilipenko, V. (1987). Computers and aesthetics. *Professional Technical Education, 10,* 18-19. (Russian).
10. **Oxman**, V., & Kuznezov, J. (1987). The new computer. *Professional Technical Education, 12,* 23. (Russian).
11. **Oxman**, V., & Oxman, L. (1988). Robot - the executor of algorithm. *Primary School, 12,* 37-38. (Russian).
12. **Oxman**, V., & Kuznezov, J. (1988). Calculator-voltmeter. *Science & Life, 8,* 93. (Russian).
13. **Oxman**, V., & Pilipenko, V. (1988). Where is vector directed? *Professional Technical Education, 7,* 61; 66-67. (Russian).
14. **Oxman**, V., & Pilipenko, V. (1988). Computers at School. *Soviet Pedagogics, 9,* 68-73. (Russian).
15. **Oxman**, V. (1988). The didactic potentialities of the programmed toy. *Mathematics at School, 2,* 81-82. (Russian).
16. **Oxman**, V. (1988). Use of computer in studying of exponential function. *Mathematics at School, 5,* 81-82. (Russian).
17. **Oxman**, V. (1989). The problems of productive labor of students in Conditions of using computers in education. *The New Researches in Pedagogical Sciences, 1,* 65-68.

(Russian).

18. **Oxman**, V. (1989). Computer constructs a graph. *Mathematics at School*, *5*, 161-162. (Russian).
19. **Oxman**, V. (1989). And Computer "is resting". *Professional Technical Education*, *10*, 42-45. (Russian).
20. **Oxman**, V., & Oxman, L. (1990). The development of algorithmical culture of the Younger schoolboys in conditions of computers. *The New Researchers in Pedagogical Sciences, 2*, 52-55. (Russian).
21. **Oxman**, V. (1990). The development of creative activities of students in Conditions of using computers. *People's Education*, *8*, 52-56. (Russian).
22. **Oxman**, V. (1990). The computer literacy and vocational competence. *Soviet Pedagogics*, *4*, 68-69. (Russian).
23. **Oxman**, V., & Stupel, M. (1995). Problem Proposal # 2067. *Crux Mathematicorum, Canadian Mathematical Society*, *7*, 235.
24. **Oxman**, V. (1995). Problem Proposal # 2036. *Crux Mathematicorum, Canadian Mathematical Society*, *4*, 130.
25. **Oxman**, V. (1995). Problem Proposal # 541. *The College Mathematical Journal*, *26(1),* 66.
26. **Oxman**, V., & Stupel, M. (1995). Teaching probability through demonstrative games and practice. *The Shaanan College Annual,* 86-94. (Hebrew).
27. Stupel, M., & **Oxman**, V. (1996). Geometrical constructions as a tool for mind development and creativity. *The Shaanan College Annual,* 95-108. (Hebrew).
28. Stupel, M., & **Oxman**, V. (1996). Geometrical constructions using only a ruler. *The Amit Annual,* 37-52. (Hebrew).
29. **Oxman**, V. (1996). Problem Proposal # 2188. *Crux Mathematicorum, Canadian Mathematical Society*, *7*, 320.
30. **Oxman**, V. (1996). Problem Proposal # 2142. *Crux Mathematicorum, Canadian Mathematical Society*, *4*, 170.
31. **Oxman**, V. (1996). Problem Proposal # 2109. *Crux Mathematicorum, Canadian Mathematical Society*, *1,* 34.
32. Stupel, M., & **Oxman**, V. (1996). Geometric construction with the straightedge alone. *Ale,18*, 41-46. . (Hebrew).
33. **Oxman**, V. (1997). Problem Proposal # 2251. *Crux Mathematicorum, Canadian Mathematical Society*, *5*, 300.
34. **Oxman**, V. (1997). Problem Proposal # 2240. *Crux Mathematicorum, Canadian Mathematical Society*, *4*, 243.
35. **Oxman**, V. (1997). Problem Proposal # 2236. *Crux Mathematicorum, Canadian Mathematical Society*, *3*, 169.
36. **Oxman**, V. (1997). Problem Proposal # 2234. *Crux Mathematicorum, Canadian Mathematical Society*, *3*, 168.
37. **Oxman**, V. (1997). Problem Proposal # 2218. *Crux Mathematicorum, Canadian Mathematical Society*, *2*, 110.
38. **Oxman**, V. (1997). Problem Proposal # 2213. *Crux Mathematicorum, Canadian Mathematical Society*, *1,* 48.
39. **Oxman**, V. (1997). Problem Proposal # 2287. *Crux Mathematicorum, Canadian Mathematical Society*, *8,* 501.

40. **Oxman**, V. (1997). Problem Proposal # 2288. *Crux Mathematicorum, Canadian Mathematical Society, 8,* 501.

41. **Oxman**, V. (1998). Problem Proposal # 2365. *Crux Mathematicorum, Canadian Mathematical Society, 6,* 363.

42. **Oxman**, V. (1999). Problem Proposal # 2466. *Crux Mathematicorum, Canadian Mathematical Society, 6,* 367.

43. **Oxman**, V. (2000). Extended signs of division. *Strong Number, 19,* 37-40. (Hebrew).

44. **Oxman**, V. (2000). The Maximal Area of a Fan. *Mathematical Education, 4(15),* 51-55. (Russian).

45. **Oxman**, V. (2001). Problem Proposal # 2628. *Crux Mathematicorum, Canadian Mathematical Society, 3,* 214.

46. **Oxman**, V. (2003). Congruence of Triangles by a side and two adjacent angle Bisectors. *Mathematical Education, 4(27),* 75-79. (Russian).

47. **Oxman**, V. (2004). On the Existence of Triangle with Given Lengths of One Side and Two Adjacent Angle Bisectors. *Forum Geometricorum, 4,* 215-218.

48. **Oxman**, V. (2005). On the Existence of Triangles with Given Circumcircle, in circle and One Additional Element. *Forum Geometricorum, 5,* 165-171.

49. **Oxman**, V., & Oxman, L. (2005). Mutual transformation of figures with equal areas. *The Shaanan College Annual,* 217-223. (Hebrew).

50. **Oxman**, V. (2005). Problem Proposal # M192. *Crux Mathematicorum, Canadian Mathematical Society, 3,* 139.

51. **Oxman**, V. (2005). On the existence of Triangles with Given Lengths of One Side, the Opposite and One Adjacent Angle Bisectors. *Forum Geometricorum, 5,* 21-22.

52. **Oxman**, V., & Oxman, L. (2006). The famous limits and their application in techniques to calculate limits. *The Shaanan College Annual,* 233-245. (Hebrew).

53. **Oxman**, V. (2006). Problem Proposal #3107. *Crux Mathematicorum, Canadian Mathematical Society, 1,* 45.

54. **Oxman**, V. (2006). On the Existence of Triangles with Two Prescribed Bisectors and One Prescribed Chevian from the Rest Vertex. *Mathematical Education, 4(39),* 33-36. (Russian).

55. **Oxman**, V. (2007). Problem Proposal #3299. *Crux Mathematicorum, Canadian Mathematical Society, 8,* 489.

56. **Oxman**, V. (2008). A purely geometric proof of the uniqueness of a triangle with prescribed angle bisectors. *Forum Geometricorum, 8,* 197-200.

57. **Oxman**, V. (2009). A purely geometric proof of the uniqueness of a triangle with given lengths of one side and two angle bisectors. *Annales Mathematicae et Informaticae, 36,* 175-180.

58. **Oxman**, V. (2010). Problem Proposal #3538. *Crux Mathematicorum, Canadian Mathematical Society, 3,* 175.

59. **Oxman**, V. (2012). Two cevians Intersecting on an Angle Bisector. *Mathematics Magazine, the Mathematical Association of America, 85(3),* 213-215.

60. **Oxman**, V., & Stupel, M. (2013). Why Are the Side Lengths of the Squares Inscribed in a Triangle So Close to Each Other? *Forum Geometricorum, 13,* 113-115.

61. Stupel, M., Fraivert, D., & **Oxman**, V. (2014). Investigating Derivatives by Means of Combinatorial Analysis of the Components of the Function. *International Journal of Mathematical Education in Science and Technology, 45(6),* 892-904.

62. Stupel, M., **Oxman**, V., & Sigler, A. (2014). More on Geometrical Constructions of a

Tangent to a Circle with a Straightedge Only. *The Electronic Journal of Mathematics and Technology, 8(1),* 17-30.

63. Stupel, M., & **Oxman**, V. (2014). Inductive investigation problem for a geometric construction, performed using both traditional tools and computerized dynamic software. *Far East Journal of Mathematical Education, 12(1),* 85-101.

64. **Oxman**, V., & Stupel, M. (2014). Vector algebra as a tool for developing formulas in the trapezoid. *Far East Journal of Mathematical Sciences, 88(2),* 241-256.

65. **Oxman**, V., Stupel, M., & Sigler, A. (2014). Geometric constructions for geometric optics using a straightedge only. *Journal for Geometry and Graphics, 18(1),* 73-79.

66. **Oxman**, V., Sigler, A & Stupel, M. (2014). Surprising Relations between the Areas of Triangles in the Configuration of Routh's Theorem. *Journal for Geometry and Graphics, 18(2),* 197-201.

67. **Oxman**, V., Stupel, M., & Sigler, A. (2015). Finding the center of a circle by constructions using a straightedge only-investigation of cases. *The Electronic Journal of Mathematics and Technology, 9(2),* 138-151.

68. **Oxman**, V., & Stupel, M. (2015). Proof without words: An elegant property of an equilateral triangle. *Mathematics Magazine, the Mathematical Association of America, 88(3),* 186.

69. **Oxman**, V., Stupel, M., & Sigler, A. (2015). Problem proposal #3909. *Crux Mathematicorum. Canadian Mathematical Society, 40(1),* 31.

70. **Oxman**, V., & Stupel, M. (2015). Some extremum problems related to Morley's theorem. *Far East Journal of Mathematical Sciences. 98(2),* 195-203.

71. **Oxman**, V., & Stupel, M. (2015). Elegant special cases of Van Aubel's theorem. *The Mathematical Gazette, 99(545),* 256-262. DOI: https://doi.org/10.1017/mag.2015.34

72. Segal, R., Stupel, M., & **Oxman**, V. (2015). Dynamic investigation of loci in combination with mathematical proofs in various ways. *The Shaanan College Annual,* 121-140. (Hebrew).

73. Segal, R., Stupel, M., & **Oxman**, V. (2015). Dynamic investigation of loci with surprising outcomes and their mathematical explanations. *International Journal of Mathematical Education in Science and Technology, 47(3),* 443-462.

74. **Oxman**, V., Stupel, M., & Sigler, A. (2015). Use of Different Representations of Ceva's Theorem for Development of Geometric Properties of a Triangle. *Journal of Mathematical Sciences, 2,* 81-87.

75. Segal, R., Stupel, M., & **Oxman**, V. (2015). Investigation of loci in the Environment Dynamic Geometry - What can we learn from it? *Ale, 52,* 7-17. (Hebrew).

76. **Oxman**, V., Stupel, M., & Sigler, A. (2016). Geometrical shapes allowing the construction of the midpoint of a segment using a straightedge only. *Journal for Geometry and Graphics, 20(1),* 77-85.

77. Stupel, M., Segal, R., & **Oxman**, V. (2016). Finding a locus with a conserved property through a combination of mathematical tools and dynamic geometric software. *Australian Senior Mathematics Journal* [ASMJ], 30(1), 25-44.

78. Stupel, M., **Oxman**, V., & Sigler, A. (2016). Dynamic investigation of triangles inscribed in a circle, which tend to an equilateral triangle. *International Journal of Mathematical Education in Science and Technology, 48(1),* 149-161.

79. **Oxman**, V., Stupel, M., & Segal, R. (2016). On teaching extrema triangle problems using dynamic investigation. *International Journal of Mathematical Education in Science and Technology, 48(2*), 603-616.

80. **Oxman**, V., & Stupel, M. (2016). A Dynamic Investigation of Geometric Properties - Proofs Without Words. *Learning and Teaching Mathematics* (a Journal of AMESA- The Association

for Mathematics Education of South Africa), South Africa, 21, 30-35. Available from http://www.amesa.org.za/ArchiveLTM.htm.

81. **Oxman**, V., Sigler, A., & Stupel, M. (2017). On invariance of Brocard angles in interior and exterior Pappus triangles of any given triangle. *Journal for Geometry and Graphics*, *21(1),* 61-70.

82. **Oxman**, V., & Stupel, M. (2017). Proof without words: An elegant property of a triangle having an angle of 60 degrees. *Mathematics Magazine, the Mathematical Association of America, 90(3),* 220.

83. Libeskind, S., Stupel, M., & **Oxman**, V. (2017). The concept of invariance in school mathematics. *International Journal of Mathematical Education in Science and Technology, 49(1),* 107-120.

84. Stupel, M., & **Oxman**, V. (2017). Proof without words: Property associated with the Orthocentre of a Triangle. *At Right Angle*, 6(2), 73.

85. **Oxman**, V., & Stupel, M. (2017). Various solution methods, accompanied by dynamic investigation, for the same problem as a means for enriching the mathematical toolbox. *International Journal of Mathematical Education in Science and Technology*, 49(3), 442-455.

86. ***Oxman**, V., Sigler, A., Stupel, M. (2018). Generalization of the Pappus Theorem in the Plane and in Space. *Journal for Geometry and Graphics*, *22(1)*, 59-66.

87. ***Oxman**, V., & Stupel, M. (2018). Proof Without Words: An Elegant Property of an Isosceles Right Triangle, *Mathematics Magazine , the Mathematical Association of America*, 91:4, 254.

88. *Stupel, M., & **Oxman**, V. (2018). Integrating various fields of mathematics in the process of developing multiple solutions to the same problems in geometry. *Australian Senior Mathematics Journal* [ASMJ], 32(1), 26-41.

89. *Stupel, M., & **Oxman**, V. (2018). An easy construction for the harmonic mean. *At Right Angle*, 7(1), 52-53.

90. ***Oxman**, V., Stupel, M. & Jahangiri, J. (2018). "What If Not" strategy applied to open-ended stimulating problem posing in inquiry-based geometry classes. *The International Journal for Technology in Mathematics Education*. Plymouth, UK, 25(3), 35-40.

91. ***Oxman**, V., Stupel, M. & Jahangiri, J. (2019). Finding extrema without resorting to calculus. *Cogent Education*, 5(1). https://doi.org/10.1080/2331186X.2018.1551299

92. *Stupel, M., & **Oxman**, V. (2019). Proof Without Words: Parallel Lines Passing Through the Points of Intersection of Two Circles. *Learning and Teaching Mathematics* (a Journal of AMESA- The Association for Mathematics Education of South Africa), South Africa, 27, 34. Available from http://www.amesa.org.za/ArchiveLTM.htm

93. ***Oxman**, V. (2019). On the Existence of Triangles with Given Lengths of Two Angle Bisectors and of the Cevian from the Third Angle Vertex. *Journal for Geometry and Graphics, 23(2)*, 183-187.

94. ***Oxman**, V., Stupel, M. (2020). Constructing a Bicentric Quadrilateral. *Learning and Teaching Mathematics* (a Journal of AMESA- The Association for Mathematics Education of South Africa), South Africa, 28, 36. Available from http://www.amesa.org.za/ArchiveLTM.htm.

95. ***Oxman**, V., Stupel, M. (2020). Proof Without Words: Trisection of a Parallelogram's Diagonal. *Ohio Journal of School Mathematics,84,*58.

96. ***Oxman**, V., Sigler, A. (2020). An inequality between the area of a triangle inscribed in a given triangle and the harmonic mean of the areas of vertex triangles. *International Journal of Mathematical Education in Science and Technology*. DOI: https://doi.org/10.1080/0020739X.2020.1831089

97. ***Oxman**, V., Stupel, M., Weissman, S. (2020). Surprising relations between the areas of different shapes and their investigation using a computerized technological tool.

International Journal of Mathematical Education in Science and Technology. DOI: https://doi.org/10.1080/0020739X.2020.1847335

98. *__Oxman__, V., Stupel, M. (2020). Illogical use of the converse of a theorem that can cause an incorrect solution. *International Journal of Mathematical Education in Science and Technology*. DOI: https://doi.org/10.1080/0020739X.2020.1827172

99. *__Oxman__, V., Sigler, A. (2020). Relations Between Ceva's Theorem and the Concurrency of Midlines of Quadrilaterals in a Triangle. *Journal for Geometry and Graphics, 24(1)*, 73-77.

100. *__Oxman__, V., Stupel, M. (2020). Conserved properties in polygons obtained by a point reflecting process. *International Journal of Mathematical Education in Science and Technology*. DOI: https://doi.org/10.1080/0020739X.2020.1850898

101. *__Oxman__, V., Stupel, M., Tal, I. (2020). Dynamic Investigation of Area Conservation Properties Using Computer Technology in a Classroom Activity. *International Journal of Technology in Mathematics Education*. Plymouth, UK, 27(4), 219-225.

102. *__Oxman__, V., Stupel, M. (2020). Proof without Words: A right triangle ABC with altitude AH = $\frac{1}{4}$ BC. *The Mathematical Gazette, 104(561)*, 534-535. DOI: https://doi.org/10.1017/mag.2020.113

103. *__Oxman__, V., Stupel, M. (2020). Some activities in the style of "Proof without words" related to altitudes in a triangle. *North American GeoGebra Journal, 8(1)*, 35-38.

2. Accepted for Publication

104. __Oxman__, V., Segal, R. & Stupel, M. Dynamic investigation of conservation and changing of features that occur when reflecting on a point located inside, above, and outside of various geometric shapes. *The Shaanan College Annual* (Hebrew).

105. *__Oxman__, V., Stupel, M. Three segments on a diagonal of a square. *Mathematics Magazine* , *the Mathematical Association of America*.

106. Stupel, M., __Oxman__, V. & Sigler, A. Special properties of a triangle with an angle of 60^{o}. *Resonance : Journal of Science Education.*

3. Articles in Conference Proceedings

107. Antipov, I., & __Oxman__, V. (1979). To question of using microcalculators of various constructions in electronic techniques in general and technical education. In: *Proceeding: The Use of Electronic Techniques in Studying of Mathematics and its Applications* (pp. 29-33). Moscow: The Science Institute of Contents and Methods of Training of the Science Pedagogical Academy of the USSR. (Russian).

108. Lodatko, J., & __Oxman__, V. (1986). The problems of using microcalculators in teaching mathematics. In: *Proceeding on Problems of Methods of Teaching Mathematics* (pp. 43-62). Moscow: The Moscow Pedagogical State Correspondence Institute. (Russian).

109. __Oxman__, V. (1989). The Pedagogical Software for Development of Mathematical Creative Activities of Students. Theses of All Union Conference *"Psychological and Pedagogical Problems of Using Computers at School"*, Moscow. (Russian).

110. __Oxman__, V. (1989). Creative Activities of Students. Theses of All Union Conference *"Psychological and Pedagogical Problems of Using Computers at School"*, Moscow. (Russian).

111. __Oxman__, V. (1995). Initial understanding of probability on an intuitive level of young children. In: *Abstracts of the 11th Scientific Conference of the Israel Association for the Study of Education* (p. 43). Jerusalem. (Hebrew).

112. Stupel, M., & __Oxman__, V. (1995). Geometric construction with the straightedge alone. In:

Abstracts of the 2nd Conference of the Association for the Advancement of mathematics education in Israel (p. 35). Jerusalem. (Hebrew).

113. **Oxman**, V. (1995). Original Intuition of Symmetry and Misconception of Probability of Young Children. Paper in *Proceedings of the 47th CIEAEM MEETING "Mathematics (Education) and common sense: The Challenge of Social Change and Technological Development"* (pp. 178-184).

114. **Oxman**, V. (1996). Mathematical game as an inductive method in studies. In: *Abstracts of the 3rd Conference of the Association for the Advancement of mathematics education in Israel* (p. 67). Jerusalem. (Hebrew).

115. **Oxman**, V., Stupel, M., & Sigler, A. (2014). Surprising properties in the triangle obtained by different representations of Ceva's theorem. Athens: ATINER'S Conference Paper Series, No: EMS2014-1171. (11 p.).

116. **Oxman**, V., Stupel, M., & Segal, R. (2015). Making use of dynamic software and mathematical tools in the solution of extremum problems in triangle geometry. Athens: ATINER'S Conference Paper Series, No: EMS2015-1633. (11 p.).

117. Segal, R., Stupel, M., & **Oxman**, V**.** (2015). Surprising Investigation of Loci Using Dynamic Software. Athens: ATINER'S Conference Paper Series, No: EMS2015-1779. (9 p).

118. **Oxman**, V., Sigler, A. & Stupel, M. (2016). "What if not" investigation method with the aid of Geogebra of a geometric configuration of quadrilaterals that through a dynamic process aspire to be square. Targu Mures, Romania: CADGME 2016. (3 p.). Acceptable at: https://cadgme.ms.sapientia.ro/

119. Sigler, A., **Oxman**, V., & Segal, R. (2016). The development of interesting connections between the radiuses of circles that are inscribed in or by triangles, and the discovery of unique features, with algebraic manipulations and dynamic exploration. Targu Mures, Romania: CADGME 2016. (3 p.). Acceptable at: https://cadgme.ms.sapientia.ro/

120. **Oxman**, V., Sigler, A. & Stupel, M. (2018). The Properties of Special Points on the Brocard Circle in a Triangle. Paper in L. Cocchiarella (Ed.), ICGG 2018— *Proceedings of the 18th International Conference on Geometry and Graphics, Advances in Intelligent Systems and Computing*. Springer International Publishing AG, part of Springer Nature 2019, pp. 362–370. https://doi.org/10.1007/978-3-319-95588-9_29

4. Other Scientific Publications

C.1 Textbooks, Methodic recommendations, curriculums

121. **Oxman**, V. (1980). *The curriculums on study of methods of microcalculators' use for improvement of skill of headmasters and teachers of technical subjects of PTS.* Moscow: A-U SMC PTE[1], 11 p. (Russian).

122. **Oxman**, V. (1980). *The curriculums of improvements of skill of the teachers of general education on subjects and of the directors of studies of PTS on methods of microcalculators' use*. Moscow: A-U SMC PTE, 11 p. (Russian).

123. Minaeva, S., & **Oxman**, V. (1980). *Use of microcalculator "Electronic B3-18" in teaching algebra and basis of math. Analysis.* Moscow: A-U SMC PTE, 132 p. (Russian).

124. **Oxman**, V. (1980). *Use of microcalculators for solving of Problems on electrical engineering and electronics.* Moscow: A-U SMC PTE, 64 p. (Russian).

125. **Oxman**, V. (1982). *The using of microcalculators as a factor of improvement of methods of teaching mathematics, sciences and technical subjects.* Candidate Diss Thesis. Moscow: Science Institute of Contents and Methods of Training of the Science Pedagogical Academy of the USSR, 16 p. (Russian).

126. Bokov, S., Dic, Y., Konova, A., Nikiforov, G., **Oxman**, V., & Verbizkaya, N. (1982). *Use of microcalculators in teaching physics at professional-technical schools (PTS).* Moscow: A-U SMC PTE, 100 p. (Russian).

127. Oifirenko, T., & **Oxman**, V. (1982). *Use of microcalculators in laboratory works on electrical engineering and electronics.* Moscow: A-U SMC PTE, 37 p. (Russian).

128. **Oxman**, V. (1982). *The curriculum on course of commercial computations for PTS*. Moscow: A-U SMC PTE, 12 p. (Russian).

129. Antipov, I., Leybovich, A., & **Oxman**, V. (1983). *The curriculum of improvement of skill of the computers teachers of PTS.* Moscow: A-U SMC PTE, 8 p. (Russian).

130. Grigorjeva, T., & **Oxman**, V. (1983). *Electronic "B3-26" in teaching chemistry at PTS.* Moscow: Vyshaya Shcola, 43 p. (Russian).

131. Krass, E., & **Oxman**, V. (1984). *The complete set of educational documentation on the course of programming and computers.* Moscow: A-U SMC PTE, 50 p. (Russian).

132. Krasilshikov, B., & **Oxman**, V. (1984). *Microcalculators and its use in commercial computations*. Moscow: A-U SMC PTE, 145 p. (Russian).

133. **Oxman**, V. (1984). *Use of microcalculators in teaching mathematics at PTS*. Moscow:

[1] A-U SMC PTE - The All-Union Scientific-Methodical Center of Professional Technical Education.

Vyshaya Shcola, 57 p. (Russian).

134. Minaeva, S., & **Oxman**, V. (1984). *Use of calculators at the lessons of mathematics at PTS*. Moscow: Vyshaya Shcola, 71 p. (Russian).

135. **Oxman**, V. (1984). *Study of the methods of calculations with Microcalculators "Electronic B3-18" and "Electronic B3-26*". Moscow: A-U SMC PTE, 43 p. (Russian).

136. **Oxman**, V., & Soskin, G. (1984). *Use of microcalculators in training of draftsmen-designers at technical schools*. Moscow: A-U SMC PTE, 70 p. (Russian).

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