

Working on a project like this felt fulfilling because it was easy to relate to. Most of us drive, and it is safe to assume a majority of us have driven for an extended amount of time as opposed to our daily commute. This project did not change my perception for real-world math applications. It is easy to see how an application such as this is applied daily.

It is given that the math skills used in this project will be used in future math classes. In order to move onto "F" we first had to find "A". If we could instantly move to "F," I would have my BS without any work. We have to methodically look at the data given, and decide how to apply it. With multiple inputs and outputs, we then have to decide what the most "cost" effective choice is. This project demonstrated that moving slowly is not always the best decision, and even going the speed limit can sometimes hinder us thus we have to "slow down" just a bit.

I am not entirely sure how I will apply the methods used in this project towards other classes. It all depends on what is going to be asked of me. I can tell you how I am applying the outcome of this project to my overall academic career; it would be easy to take one class each semester until I graduate but horribly expensive, it is sometimes tempting to expedite the process and take an exorbitant amount of classes (on top of my work schedule) in order to finish quickly but my grades could potentially suffer. I am therefore left with one choice, and that is to not overburden myself but work towards my BS at a moderate pace.