

# Keep Thinking

Peter Liljedahl

# Greatest Tools

- thinking
- collaboration

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- thinking
  - active learning
  - responsibility for learning
- collaboration

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- thinking
  - active learning
  - responsibility for learning
- collaboration
  - distribution of knowledge
  - reliance on many

*The goal of teaching is learning, not teaching.*

- Hugo Rossi

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DO NOT LET TEACHING GET  
IN THE WAY OF LEARNING

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# ~~Greatest~~ Tools Lesser

- thinking
  - active learning
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# ~~Greatest~~ Tools Lesser

- thinking
  - ~~active~~ <sup>passive</sup> learning
  - responsibility for learning
- collaboration
  - distribution of knowledge
  - reliance on many

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  - ~~active~~ learning
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- thinking
  - ~~active~~ learning
  - ~~responsibility~~ for learning
- collaboration
  - ~~distribution~~ of knowledge
  - reliance on many

# ~~Greatest Tools~~ Lesser

- thinking
  - ~~active~~ learning <sup>passive</sup>
  - ~~responsibility~~ for learning <sup>accountability</sup>
- collaboration
  - ~~distribution~~ of knowledge <sup>centralization</sup>
  - reliance on ~~many~~ <sup>teacher</sup>

# ~~Greatest Tools~~ Lesser

- ~~thinking~~ gaming
  - <sup>passive</sup> ~~active~~ learning
  - <sup>accountability</sup> ~~responsibility~~ for learning
- ~~collaboration~~ silos
  - <sup>centralization</sup> ~~distribution~~ of knowledge
  - reliance on ~~many~~ teacher

**THIS IS TRUE FOR ASSESSMENT AS WELL!**

# Teacher Feedback

# Teachers are currently working on:

- I often give them a few questions to try on their own at the end of class. We often write down a little summary at the end of each class for them to keep in their binder, I then post other notes and examples online.

# Teachers are currently working on:

- I am having trouble reconciling the direction the AISI project is pushing me towards breaking down the content into specifics vs the direction I feel like the Math institutes are directing me where we should be teaching for a more broad mathematical literacy.

# Teachers are currently working on:

- I find that my exams have more written response about the why, or describing how we came to different conclusions. I have not been able to make good multiple choice questions that assess not only that they can find the answer but they know what the answer represents and why we were able to find it the way we did.

# Teachers are currently working on:

- They get a bit freaked out when no summary is provided. They quickly learn that the daily content and “learning” is in the activity.

# Teachers are currently working on:

- I try to get the kids at the white boards every day working on a unique problem. They are responding well, but some kids, shy new girl from the Philippines and some kids that are too cool for school, tend not to get too involved.

# Questions for Peter:

- I feel like my assessment practice should be changing and I am unclear about how.

# Questions for Peter:

- I would like to know a little bit more about assessment. I like the idea of partner quizzes but I am not sure how accurate they are as an assessment tool.

# Questions for Peter:

- Assessment is the big question if Peter has time. Most of my assessments are traditional with the odd partner quiz and backwards test thrown in.

# Questions for Peter:

- I am a little afraid that I am leaving some of the weaker kids behind while the strong ones are getting bored occasionally. Is it ok to group according to strength or should groups always remain random?

# Questions for Peter:

- Perhaps you could discuss further different types of feedback that would complement this new style of math classroom.

# Questions for Peter:

- How do you suggest we deal with introverted students? I get kids that are true introverts that struggle when forced to work with others.