

Mathematics
Learning Opportunity
2011-2012

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A grant from Alberta Education to support implementation of student learning has enabled this session to be subsidized.

PRE-REGISTRATION is now completed online www.nrlc.net

You will be prompted to either **Sign in** to your account or to **Create a user account**

**MA.3739.056N292 Seeing The World Mathematically:
Provincial Mathematics Institute 2012 Webinar Series
with Peter Liljedahl**

AUDIENCE: High School Mathematics Teachers

Webinar Series

February 27, March 19, April 23 (4:00-5:00 MST)

FREE session (pre-registration is required)

Pre-registered participants will receive links to each webinar two days prior to session.

ABOUT THIS LEARNING OPPORTUNITY

These webinars will be open to any teacher who is, at the time of the first webinar (Feb 27), working to build a thinking classroom. That is, they must have already begun to experiment with the issues discussed in the January 26th institute.

The three webinars are a series, with the intent that any teacher registering to participate will participate in ALL three.

Session 1: Are Your Students Thinking? February 27, 2012

In this session teachers will be introduced to several ways in which to initiate thinking within their classroom. The strategies that will be presented are easy to implement and have a proven record of success.

Session 2: Are You Thinking About Their Thinking? March 19, 2012

Once thinking is initiated the most challenging thing for teachers is to not quell it. Many of our standard teaching norms are well designed for maintaining classroom order. However, they are equally well designed for squashing the thinking that needs to be nurtured in our students. In this session we will continue the conversation from the first session by looking specifically at which classroom norms need to be changed in order to build a thinking classroom.

Session 3: Are You Teaching Mathematics in a Thinking Classroom? April 23, 2012

Once thinking becomes an entrenched and expected classroom norm and the students rise to this norm we, as teachers, are faced with unfamiliar territory. For the entirety of our career we have been faced with the task of teaching mathematics to non-thinking students. How do we now cope and adapt ourselves to teach mathematics in a room where thinking is not only expected, but delivered? In this session we will look at how teaching mathematics can, and should, look when working in such an environment.

The sessions will be recorded so anyone else can be engaged at such a time as experimentation has begun.

ABOUT THE FACILITATOR: Dr. Peter Liljedahl is an Associate Professor of Mathematics Education in the Faculty of Education at Simon Fraser University. Dr Liljedahl is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. He consults regularly with schools, districts, and ministries of education on issues of teaching, learning, assessment, and numeracy.

FOIP/PIPEDA Release) By submission of your online registration, participants should understand that their names and or electronic contact information will be included in a participants' group list, as compiled by NRLC, available to the presenter(s) and or participants of this workshop. As well, any online comments or evaluations may be recorded and used for evaluation or development purposes



★Sessions may be changed or cancelled★

Please check our [website](http://www.nrlc.net) for current information.