NR.CUR19.004NUM Building a Thinking Mathematics Classroom - Continuing Tri-District Cohort

PRESENTED BY

Peter Liljedahl

SERIES SESSIONS

Date	Time
November 06, 2018	8:30 AM - 3:30 PM
January 16, 2019	8:30 AM - 3:30 PM
February 13, 2019	8:30 AM - 3:30 PM

LOCATION

Coca Cola Centre - 6 Knowledge Way

FEE

$300.00

QUESTIONS?

Contact Us:
nrlc@arpdc.ab.ca
780-882-7988

REGISTER ONLINE

Visit our website to register:
nrlc.net

Program

This learning opportunity is a series of 3 days (when you register, you are registering for all 3 dates).

Open to GPCSD, GPPSD & PWSD continuing participants only.

In this series of workshops we will continue the pursuit of a thinking classroom with a joint focus on both teaching for a thinking classroom and assessment for a thinking classroom. Only teachers who took the first three days last year can register for these three new sessions.

Lunch is included with registration.

Presenters

Peter Liljedahl

Dr. Peter Liljedahl is an Associate Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. He is the coordinator of the MSc and PhD Program in Mathematics Education and is a co-director of the David Wheeler Institute for Research in

Mathematics Education at Simon Fraser University.

He is the current president of the Canadian Mathematics Education Study Group and the former president of the International Group for the Psychology of Mathematics Education. Dr. Liljedahl serves on the editorial boards of ESM, JMTE, MTL, FMEJ, MERJ, and CJSMTE and is a senior editor of IJSME. He has authored or co-authored 10 books, 37 book chapters, 31 journal articles, and over 60 conference papers. Dr. Liljedahl is also a member of the executive of the British Columbia Mathematics Teachers Association (BCAMT) and former co-editor of their flagship journal, Vector.

Dr. Liljedahl is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. His research interests are creativity, insight, and discovery in mathematics teaching and learning; the role of the affective domain on the teaching and learning of mathematics; the professional growth of mathematics teachers; mathematical problem solving; numeracy; and engaging student thinking. He consults regularly with schools, school districts, and ministries of education on issues of teaching and learning, assessment, and numeracy.