

Building a Thinking Mathematics Classroom



PRESENTED BY

Peter Liljedahl



SERIES SESSIONS

Date	Time
November 04, 2020	4:00 PM - 8:00 PM
November 24, 2020	4:00 PM - 8:00 PM
December 08, 2020	4:00 PM - 8:00 PM



LOCATION

Online

FEE

\$100.00

QUESTIONS?

Contact Us:

nrlc@arpc.ab.ca

[780-882-7988](tel:780-882-7988)

REGISTER ONLINE

Visit our website to register:

nrlc.net

Program

We know that problem solving is an effective way for students to learn to think mathematically and to acquire deep knowledge and understanding of the mathematics they are learning. Simply problematizing the mathematics curriculum, however, does not help constitute the practice that teachers want or students need. Equally, infusion of problem-based learning into the mathematics curriculum does not help with the transformations we want to see in our classrooms. What we need are a set of tools that, along with good problems, can build thinking students, thinking classrooms, and greater engagement in curricular mathematics. In this series of three online workshops we will explore just such a set of tools and learn how to apply them to everything from a problem solving session to teaching a section of the textbook. The workshops will intertwine with, and make extensive references to, the recently published book, *Building Thinking Classrooms in Mathematics (Grades K-12): 14 Teaching Practices for Enhancing Learning*, which can be purchased from <https://ca.corwin.com/en-gb/nam/building-thinking-classrooms-in-mathematics-grades-k-12/book268862>.

These sessions will be adapted to be relevant to whatever the teaching environment looks like at the time: online, f2f, modified f2f, or hybrid.

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 CJSMT 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.

Registration Notes

You may wish to purchase the *OPTIONAL RESOURCE: Building Thinking Classrooms in Mathematics (Grades K-12): 14 Teaching Practices for Enhancing Learning*, can be purchased from <https://ca.corwin.com/en-gb/nam/building-thinking-classrooms-in-mathematics-grades-k-12/book268862>

Each session in the series will consist of a 90-minutes presentation (4:00pm - 5:30pm), this will be followed by a break, and then a 60-minutes Q&A session from 7:00pm - 8:00pm.