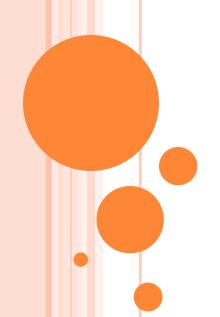
HELPING STUDENTS DEVELOP MATHEMATICAL HABITS OF MINDS WITHOUT COMPROMISING KEY CONCEPTS FROM THE SYLLABUS



A Panel Discussion

ORGANIZING CHAIRS

- Kristin Camenga <u>Kristin.Camenga@houghton.edu</u> Houghton College
- Kien Lim <u>kienlim@utep.edu</u> University of Texas at El Paso

PANELISTS

- Al Cuoco <u>ACuoco@edc.org</u> Educational Development Corporation
- Hyman Bass <u>hybass@umich.edu</u> University of Michigan
- o Guerson Harel harel@math.ucsd.edu
 University of California San Diego
- Annie Selden <u>js9484@usit.net</u>
 New Mexico State University

AGENDA

- Introduction (5 minutes)
- Presentations (40 minutes)

Al Cuoco Hyman Bass Guershon Harel Annie Selden

• Open Discussion (30 minutes)

• When you were a student did you find it easy to understand certain math concepts that your classmates had to struggle with?

• Is it because ...

You like math.

You have the "math" gene.

As a child, you were asked a lot of thinking questions.

You had strong foundation then.

You thought like a mathematician.

They hated math.

They don't.

They weren't.

They didn't.

They didn't.

As teachers, we can help students develop mathematical understanding and mathematical habits of mind.

Unfortunately, most teachers focus on facts, procedures, theorems, and proofs.

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You have the "math" gene.

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They don't.

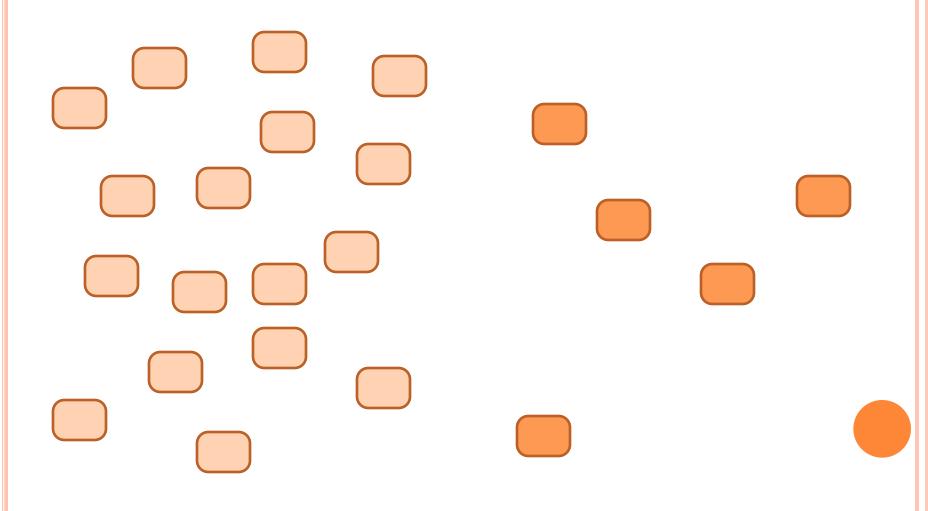
They weren't.

They don't.

They don't.

Consequently, for every student with mathematical habits of mind, there are many more who don't.

Can this trend be reversed?



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Presenters

- o Al Cuoco
- Hyman Bass
- Guerson Harel
- Annie Selden