



## Professional Development in Mathematics

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### Evaluations

#### Fractions in a Fraction of the Time

##### Hume Region, Shepparton, July 2009

The following sample evaluation comments were provided by Cecelia Morris, Teaching & Learning Coach, Hume Region, who organised this workshop day for 24 primary and secondary teachers. The Region used its own evaluation sheet on the day. Participants were asked to record a comment after each of the three sessions that make up the day and to rate various aspects on a strongly agree to strongly disagree scale. Cecelia comments:

*Please feel free to use the comments. They all were positive and either agreed or strongly agreed that you hit all our objectives.*

Several groups of participants were from the same school and you can see from the comments below that this adds to the opportunities for a school to strengthen its curriculum shift.

##### Comments

- ◆ I was very impressed with the variety of tasks, which were hands on & easy to differentiate
- ◆ The lesson starter activities were good and help children start to think & talk about fractions, which makes it less threatening.
- ◆ This session (#1) reinforced my ideas about how to teach fractions, but also challenged me to think more about my approaches. E.g. the idea about the use of threading.
- ◆ Good ideas for alternative methods/approaches to introducing, teaching & developing mathematical ideas.
- ◆ The most valuable idea for me as a secondary teacher is the notion of threading, very powerful to see in action.
- ◆ Cuisenaire rod activity was very practical & makes the connections in fractions so clear.
- ◆ Working around the three stations gave me quality time to explore & understand the activities.
- ◆ This session (#1) gave me some great ideas of how to start with simple useful ideas. It gave me the time to reflect on the importance of terminology & the importance of the language.
- ◆ The overview of Maths300 site and the other sites was extremely useful. It was so helpful to be able to explore the site & delve deeper than I would get to during a 30 min. APT.
- ◆ Session # 3 gave me a fantastic opportunity to discuss how we disseminate information back to our schools & who would trial what in their class for feedback.
- ◆ The Mixed Media Model was excellent. The most valuable idea I felt was threading. This day gave me numerous ways to change my teaching craft.
- ◆ Differentiating of these tasks to meet the needs of each of my students was very valuable. We hear this all the time, but to see it was invaluable.
- ◆ The most valuable idea for improving fraction knowledge was your depth of questioning. This is something I need to pursue.
- ◆ Can't wait to trial these back in my class & share what I learned with my colleagues!
- ◆ Session # 2 built a better understanding of questioning to extract higher thinking.
- ◆ Very practical, reconnected ideas and reminded me how important exploration & discussion is. Great support, re: websites & handouts. Great to see process vs. answer.
- ◆ The stations were valuable & promoted lots of discussion amongst our group on how this would work? How could we differentiate & then how are we going to share this with colleagues.

## **Knox Cluster, Eastern Metropolitan Region, Wantirna, September 2009**

The following sample evaluation comments were provided by Judith Gray, UltraNet Coach, Eastern Metropolitan Region, who organised this workshop day for around 40 primary and secondary teachers. This was the second of two, the first being *Learning to Work Like a Mathematician*, which was held a fortnight earlier. Judy comments:

*Thanks for a wonderful day of learning yesterday. The maths talk was great!*

General comments about the day included: *fantastic, terrific, great, very well organised and very hands-on, good communication, email was effective, all excellent, very informative..*

### **Comments**

*What do you know now that you didn't know at the start of the day?*

- ◆ The importance of the WHOLE when expressing a fraction - modelling fraction addition.
- ◆ How to start planning a Mixed Media unit. How to approach fractions. Loved Poly Plug.
- ◆ More about Maths300.
- ◆ Some more great hands-on maths activities Using more measurement activities in teaching fractions.
- ◆ Some further lateral directions for age old topics that are far more engaging for students.
- ◆ That I love Poly Plugs and want our school to purchase them.
- ◆ Practical ideas for teaching maths fractions.
- ◆ Some different and better ways to explain fractions. How students can discover fractions and what they mean for themselves.
- ◆ Introduced to Mixed Media planning (will certainly be giving this a go).

*What influence might today have on your classroom?*

- ◆ More hands-on games. Games! Recording results.
  - ◆ Fractions with rectangles.
  - ◆ Different ways of presenting Maths
  - ◆ It motivates me to use more hands-on activities in my maths lessons.
  - ◆ Having the courage to allow the kids to explore the concepts rather than dictate how the class runs.
  - ◆ Going to look at a range of activities and how they can be modified for my class.
  - ◆ Have children explain in written form their understanding.
  - ◆ More hands-on discover-it-for-yourself thinking ... in reality guided inquiry.
  - ◆ Reinvigorated me. It's always great to get new ideas that compliment my bank of existing lessons and ideas.
  - ◆ We are all going to work like a mathematician!!
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