



Lesson Features

- a checklist for encouraging learning -

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|--|---|
| <input type="checkbox"/> application focus | <input type="checkbox"/> kinaesthetic |
| <input type="checkbox"/> assessment opportunities | <input type="checkbox"/> links to learning theory |
| <input type="checkbox"/> builds on personal student experience | <input type="checkbox"/> mathematical modelling |
| <input type="checkbox"/> communicating mathematics | <input type="checkbox"/> mixed ability |
| <input type="checkbox"/> concept focus | <input type="checkbox"/> multiple entry & exit points |
| <input type="checkbox"/> concrete materials | <input type="checkbox"/> non-threatening |
| <input type="checkbox"/> concurrent teaching of topics | <input type="checkbox"/> open-ended |
| <input type="checkbox"/> differentiation for ability range | <input type="checkbox"/> outdoor |
| <input type="checkbox"/> easy to state/easy to start | <input type="checkbox"/> ownership |
| <input type="checkbox"/> estimation | <input type="checkbox"/> recording & publishing |
| <input type="checkbox"/> first hand data | <input type="checkbox"/> skill development in context |
| <input type="checkbox"/> game context | <input type="checkbox"/> social issues |
| <input type="checkbox"/> group work | <input type="checkbox"/> story shell |
| <input type="checkbox"/> history of mathematics | <input type="checkbox"/> technology (calculators) |
| <input type="checkbox"/> home/school links | <input type="checkbox"/> technology (software) |
| <input type="checkbox"/> inclusive | <input type="checkbox"/> physical involvement |
| <input type="checkbox"/> informal or incidental learning | <input type="checkbox"/> visual (visualisation) |
| <input type="checkbox"/> interdisciplinary connections | <input type="checkbox"/> whole class |
| <input type="checkbox"/> investigative process | <input type="checkbox"/> working mathematically process |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- This list has been constructed through discussion with teachers in many workshop situations.
- It is our attempt to build a common language to debate the features of a classroom more likely to engage students in mathematics learning.
- Is there a place for some of these features in every lesson you plan?
- Please 'play' with the list in professional learning and team planning situations and let us know what support it gives you.
- Contact Doug. Williams: doug@blackdouglas.com.au