

Visible Learning for Mathematics Series: Deep and Transfer Learning (K-9)



PRESENTED BY

Connie Hamilton



SERIES SESSIONS

Date	Time
September 26, 2018	4:30 PM - 6:00 PM
November 07, 2018	9:00 AM - 3:30 PM
January 21, 2019	4:30 PM - 6:00 PM
March 11, 2019	9:00 AM - 3:30 PM



LOCATION

Online

FEE

\$160.00

QUESTIONS?

Contact Us:

crc-register@arpcd.ab.ca
403-291-0967

REGISTER ONLINE

Visit our website to register:
crpcd.ab.ca

Program

AUDIENCE: K-9 TEACHERS ARE ENCOURAGED TO ATTEND.

This year's Visible Learning for Math will build upon the work we did last year with Connie Hamilton (it is not a repeat of last year, it is an extension). This year, we will expand from Surface Learning into Deep and Transfer Learning. Participants who did not attend last year are welcome to register for this series.

All participants require a copy of the Visible Learning for Mathematics book. If you do not have a book available to you in your school division, you are invited to use [this Corwin link](#) to order a book at a 20% discount (note the USA prices and shipping). You are also welcome to order the book via amazon.ca or obtain the book in a way that works for you. **Please bring your book to each webinar and face to face session.**

Registration in this 4-part series includes:

- Part 1: September 26, 2018 review/refresher webinar with Connie Hamilton (webinar will be recorded)
- Part 2: November 7, 2018 full day session with Connie
- Part 3: January 21, 2019 webinar with Connie (webinar will be recorded)
- Part 4: March 11, 2019 full day session with Connie
- Complimentary registration code for CRC's Smart Talk math community (online community) for the 2018-2019 school year (Connie will join us periodically as a Smart Talk guest)

Part 1: Review of Key Learnings from last year's Visible Learning for Mathematics

This webinar is intended as a review of last year for participants who were not able to join us, and it is also intended as a review for returning participants who would like a little refresher.

Part 2: Making Mathematics Learning Visible – From Surface to Deep

Once students have consolidated surface learning, teachers can encourage learners to begin making generalizations about and connections among mathematical ideas. Students can begin to plan, investigate, and elaborate on their learning. This will nurture deep learning. This full-day workshop focuses on practical approaches for deep learning using the Visible Learning research as a guide. Participants will walk through different approaches and engage in the kind of classroom experiences that promote deeper learning.

Participants will:

- Apply the principles of Visible Learning research to the mathematics classroom with a focus on deep learning
- Understand the learning phases and how to move from surface learning to deep learning
- Learn which mathematics teaching and learning practices have the greatest impact on student's deep learning
- Strategize what practices to implement for deep learning, while keeping rigor in mind
- Create a plan to apply deep learning strategies to the mathematics content at their grade level(s).

Part 3: Webinar

The specific content of this webinar will be determined after part 2 is completed, as this will allow Connie to customize the webinar based on the needs of our specific group. This webinar will be recorded and available to all registered participants.

Part 4: Transfer Learning in Mathematics & Making Mathematics Learning Visible for ALL

In mathematics, transfer learning is the phase in which learners move from "doing mathematics for mathematics' sake" to using their understanding mathematics to solve problems in new and novel situations and contexts. This half-day workshop explores the importance of transfer learning, the paths that transfer learning can take, and the conditions needed for transfer. Through grade-appropriate mathematical tasks, we will explore strategies for teaching students to organize and transform conceptual knowledge. We will close with a brief discussion on the role of metacognition and how to support students in becoming observers and owners of their own learning.

Participants will:

- Understand the different forms and purposes of assessment, how to integrate daily formative assessment tools and techniques that pertain to learning intentions and success criteria; and how to respond to assessment data and track student progress
- Learn the basics of differentiation and strategies for intervening with both struggling and advanced students
- Consider how they can help their students take ownership of their learning and make it visible to themselves and other stakeholders, such as parents and other educators.

For those participants who wish to dig deeper into the content, we invite you to watch for our upcoming division specific Math Collaborative Communities. We will meet on 3 evenings over the school year (evening dates TBD).

This learning opportunity is being offered through curriculum implementation funding from Alberta Education.

Presenters

Connie Hamilton

has over 20 years in education as a teacher, instructional coach, and administrator. A connected educator, she asks questions, makes connections, and develops systems to enhance professional learning and collaboration.

Connie Hamilton is one of Corwin's lead associates for the Fisher/Frey framework and has co-created all of the Visible Learning for Mathematics curriculum with Linda Gojak and John Almarode.



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