The 14th Annual Legacy of RL Moore Conference

Highlights
and
Closing Remarks

4 June 2011

Ted Mahavier

"Create an environment for a transformational experience by getting students to do something that they did not believe possible."

"If you only give students problems that they know that they can do, and that you know that they can do, you are not giving them an opportunity to grow."

Stan Yoshinobu

"...being stuck is an honorable state and essential part of improving thinking."

The Teaching Axiom of Choice - "All students have the capacity to learn math."

Nathaniel Miller

Anything that works you keep. Anything that doesn't work you throw out.

Scott Beaver

Be like water - adapt class to class and student to student.

Mike Starbird

We should work hardest on a problem once it is solved.

Carol Schumacher

It takes 10,000 hours to get really good at anything, whether it is playing tennis or playing the violin or writing journalism.

The teacher cannot be brilliant enough in her explanation to make up for not giving the students time to wrestle with mathematical ideas.

Judy Holdener

"To understand is to invent..."

Eric Hsu

Give students a chance to do more than the average student.

Judith Covington and Angie Hodge

"If you build it, they will come."

Jackie Jensen and Ron Taylor

How one person's abilities compare in quantity with those of another is none of the teacher's business. It is irrelevant to his work. What is required is that every individual shall have opportunities to employ his own powers in activities that have meaning.

- John Dewey

Chris Sangwin, Chris Good & Matthew Badger

Stages of the Moore Method

- Week 1: Anticipation
- Week 2: Excitement and Enthusiasm
- Week 3: Frustration
- Weeks 4–5: Despondency, Doldrums and Despair
- Weeks 6–7: Rebuild confidence
- Weeks 8–9: Adjust Expectations
- Weeks 10–11: Collegial Conviviality

There are lots of resources available.

Sandra Laursen

Learn how to learn new and difficult things.
Twin Pillars: Deep engagement and sense of collaboration

Side Effects: persistence, payoff of effort, responsibility fo others, communication skills, confidence, seeing multiple routes to a solution

Changing instructional activities – how students meet the mathematics – toward more student-active approaches enhances student learning.

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Gavin LaRose
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Ted Mahavier
David Clark
Angie Hodge
Judith Covington
Eric Hsu

And thanks to you all for coming!