Project Summary

Student Access and Ownership

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Background

This study focuses on strategies teachers can use to increase students' ownership of the learning process by providing greater access to the mathematical content and the conversations that are part of a collaborative learning environment.

Innovations

We share key innovations that were implemented in our classrooms that supported the increase of student talk. These innovations include:

- Hot Potato
- Line - Up
- Team Resource
- Collaborative Discussion Sentence Stems
- Team Test Self Assessment
- Weekly Logs
- Mini-Assessments
- Choice Homework and Projects

Findings

Hot Potato, line-up, and team resource were innovations that were created as tools to help guide teams through the problem solving process when using vertical whiteboards. Students needed these tools to ensure that all students were actively engaged in the learning process. Discussion stems enabled students to access mathematical vocabulary when working in groups, while team test self assessments encouraged students to reflect on the ways they are contributing to mathematical conversations. Weekly logs provided the opportunity for students to reflect on their engagement with class content, mathematical practice, and understanding of topics each week. Mini-assessments provided an opportunity for students to demonstrate their knowledge on a topic more frequently and choice homework and projects enabled students to demonstrate understanding in ways other than a pencil and paper assessment.

Contribution

This paper provides teachers with actionable strategies that can be used throughout the year to support students' access to the learning process and engagement with the content. These strategies are stepping-stones towards students taking ownership of their learning of mathematics.

Disclaimer. CPM is glad to share the promising ideas produced through the work of the Teacher Research Corps. It is expected that teachers will rely on their knowledge of their students, the mathematics they are teaching, and the circumstances surrounding their specific teaching assignment when modifying their own behavior and selecting appropriate instructional strategies. A given strategy may have a positive effect on student learning in some situations and a negative effect in others. Please use your own best judgment as you continue to improve your teaching practice. ***See https://cpm.org/research/ for more about CPM's Teacher Research Corps.***