EDUC 263G: Quantitative Reasoning and Mathematics III

Stanford University, Spring 2021

Spring Class Series: March 31, April 7, April 14, April 21, April 28 | 3:00-4:45 via Zoom

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Course Objectives

The EDU263G (Quantitative Reasoning and Mathematics III) course is Part 3 of a four-course sequence in elementary mathematics teaching methods. Spring includes 5 workshops focused on designing learning experiences. Through assigned readings, classroom discussions, content rich mathematics activities, and assignments that require data collection in your field placement, you will be supported as you make sense of how to approach the profession of teaching. Through thinking about ourselves as teachers and examining classroom activity, we will set the stage for our development as elementary mathematics teachers.

Please note: We will adhere to the syllabus as much as possible. However, we are sensitive to the needs of the class, therefore, the syllabus is subject to change.

Fall Class Series Assignments

Assignment	Due Date
Readings Assigned readings should be done before class, including weekly Canvas discussion boards	Before every class
Revised Lesson Plan We will work together, during class time, to design, pilot, and revise a lesson plan.	Last class
Participation Our whole-class learning is enhanced when everyone reads carefully and fully participates in class activities and discussions	Every class

Course Grades

Course grades will be based on attendance, participation in class activities (discussion about the readings, math content activities, etc.), and the quality and completion of the assignments for the course.

Course Readings

Required Texts:
Munson, J. (2018). *In the Moment: Conferring in the Elementary Math Classroom.* Heinemann.

Additional readings below will be accessible through Canvas course site https://canvas.stanford.edu.

Students with Documented Disabilities: Students who need academic accommodations based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation Letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (650-723-1066, https://oae.stanford.edu/).

Date	Topics and In-Class Activities	Due in Class
Class 1	**Designing Learning Experiences** Activities: Welcome and Introduction to Spring Teaching toward Big Ideas Lesson Planning	- - -
Class 2	**Rehearsals** Activities:	A completed **draft** of pilot lesson plan from last class's jamboard activity

	Giving and receiving feedback on rehearsed instructional routines Considering new lenses for lesson planning	
Class 3	**Revising Learning Experiences** Activities Reflect and give feedback in response to pilots Make revisions to your lesson plan	**Bring** video of you piloting your planned lesson with a whole class or group of students **Read** Chapter 2. Complex Instruction: An Overview. In: Cohen, E. G., & Lotan, R. A. (1997). *Working for equity in heterogeneous classrooms: Sociological theory in practice*. Teachers College Press.
Class 4	**Rehearsals** Activities: Giving and receiving feedback on rehearsed instructional routines Considering new lenses for lesson planning	**Read** Chapter 1 Introduction, Chapter 2 Open Strategy Sharing, Chapter 4 Let's Justify. In: Kazemi, E., & Hintz, A. (2014). *Intentional talk: How to structure and lead productive mathematical discussions*. Stenhouse Publishers.
Class 5	**Learning Never Ends** Activities Reflect and give feedback in response to second iteration Make revisions to your lesson plan	**Bring** video of your second teaching iteration