

## NR.IF20.007CUR Building a Thinking Classroom - Experienced Participant Cohort



PRESENTED BY

**Peter Liljedahl**



SERIES SESSIONS

Date	Time
December 11, 2019	8:30 AM - 3:30 PM
January 23, 2020	8:30 AM - 3:30 PM
February 06, 2020	8:30 AM - 3:30 PM



LOCATION

**Eastlink Centre (Cooking Classroom) - 10 Knowledge Way**

FEE

**\$375.00**

QUESTIONS?

Contact Us:

[nrlc@arpdc.ab.ca](mailto:nrlc@arpdc.ab.ca)

[780-882-7988](tel:780-882-7988)

REGISTER ONLINE

Visit our website to register:

[nrlc.net](http://nrlc.net)

### Program

In this series of workshops Dr. Peter Liljedahl dives deeper into the Building Thinking Classrooms framework with a specific focus on sequencing curriculum content for teaching through flow, consolidation, and assessment.

This series is also designed to provide just-in-time support for teachers in their second year of implementing the Building Thinking Classrooms framework.

### Presenters

#### **Peter Liljedahl**

Dr. Peter Liljedahl is an Associate Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. He is the coordinator of the MSc and PhD Program in Mathematics Education and is a co-director of the David Wheeler Institute for Research in Mathematics Education at Simon Fraser University.

He is the current president of the Canadian Mathematics Education Study Group and the former president of the International Group for the Psychology of Mathematics Education. Dr. Liljedahl serves on the editorial boards of ESM, JMTE, MTL, FMEJ, MERJ, and CJSMT and is a senior editor of IJSME. He has authored or co-authored 10 books, 37 book chapters, 31 journal articles, and over 60 conference papers. Dr. Liljedahl is also a member of the executive of the British Columbia Mathematics Teachers Association (BCAMT) and former co-editor of their flagship journal, Vector.

Dr. Liljedahl is a former high school mathematics teacher who has kept his research interest and activities close to the classroom. His research interests are creativity, insight, and discovery in mathematics teaching and learning; the role of the affective domain on the teaching and learning of mathematics; the professional growth of mathematics teachers; mathematical problem solving; numeracy; and engaging student thinking. He consults regularly with schools, school districts, and ministries of education on issues of teaching and learning, assessment, and numeracy.

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## Registration Notes

This Learning Opportunity is a series of 3 Days (when you register, you are registering for all 3 dates)

This learning event includes Lunch and morning refreshments on all series dates