

How has your view of problem solving changed as a result of the MNS course, so far?

I have not ~~used~~ used some of the skills in our problems in years, or some of this is totally new to me. I ~~can~~ normally solve problems quickly, but I've learned to slow down and analyze each step, so that I don't make silly mistakes. Also, rereading the question has become a habit, as I've made several mistakes in complex problems where I answered incorrectly because the question asked ~~some~~ something different from my answer. After working on the problems for awhile I sometimes forget if the question asked me to pick the correct answer or the incorrect answer, from a group of items.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

Pull out the key terms in problems to be sure your answer reflects what the question is asking. This will ensure students are answering the question and not making a small blunder that will lead to them incorrectly answering the problem. ~~Students and adults~~ Humans make the error of not answering the question that is asked. I've seen this behavior in adults frequently on interviews. This is an everyday skill that children can start to master now.

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I have realized to look beyond the surface. I try to dig a little deeper to understand what is being asked. Sometimes digging deeper actually makes the solution easier than would have first thought.

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I will ask my students to brainstorm what they know and what is wanted before beginning to solve a problem.

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I HAVE SEEN MULTIPLE WAYS OF ACCOMPLISHING THE SAME ENDS. OFTEN I SEE MY WAY OF DOING THINGS AS THE "BEST", BUT THAT'S ONLY BECAUSE I AM MOST PROFICIENT AT THOSE METHODS. I HAVE SEEN "U" SUBSTITUTION AND CHANGE OF COORDINATE METHODS THAT MIGHT BE MORE INTUITIVE TO MY STUDENTS. FOR EXAMPLE PROBLEM 1.1 FROM THE ZETETECA. A STUDENT OF MINE USED THIS METHOD THOUGH I DID NOT RECOGNIZE IT FOR WHAT IT WAS.

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I HAVE STRESSED THIS IN THE PAST, BUT EVEN MORE SO NOW I WILL STRESS THE CONCEPT OF DECLARING VARIABLES. THROUGH WRITING ASSIGNMENTS I WILL SHOW HOW THREE LETTERS L-E-T WILL ROOT THE MATH COMPUTATIONS WE DO TO THE REAL WORLD VALUES WE ARE SEARCHING FOR.

How has your view of problem solving changed as a result of the MNS course, so far?

One thing that has changed has been to not only find a solution, but to find as many different ways to get to a solution as possible. That not only opens my mind mathematically, but also helps me in terms of teaching students. Students often need multiple ways to solve in order to reach every learner in your class. I also like that we are pushing the envelope on how we think mathematically. This is what we want our students to do.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

My goal is to get the students not to search for a quick solution, but to analyze what the problem is asking and why they are solving. I want to strive towards using mathematical thinking not memorization to problem solve.

How has your view of problem solving changed as a result of the MNS course, so far?

Since I have been in the MNS program, I have learned to evaluate problem solving differently than I have previously. The variety of teachers in the program give many different views on the approach to problem solving. Also, the instructor has shared other aspects of problem solving which some of us had not thought of before.

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My goal for the school year is to try and understand the level at which the students in my class are at and plan my teaching strategies according. I want to practice teaching clearly, in a way in which the students can understand.

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Inus far in the MNS course I have found that while my problem solving techniques are pretty sound, I have found shortcomings in my ability to relate to other solution methods. Because this is a weakness I possess, I can assume it to be a weakness in my students as well.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

I really want to strengthen my students' ability to understand and relate to other problem solving methods.

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I STRONGLY FEEL THAT M.N.S. HAS ENCOURAGED ME TO SOLVE MATH PROBLEMS IN AS MANY DIFFERENT WAYS I CAN. FURTHER, TO CONNECT THESE SOLUTIONS & SEE THE BIG PICTURE OF IT ALL.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

I HOPE TO IMPART TECHNIQUES TO MY STUDENTS ON HOW TO EFFECTIVELY TRANSLATE WORD-PROBLEMS INTO ALGEBRAIC EQUATIONS.

How has your view of problem solving changed as a result of the MNS course, so far?

I HAVE SEEN THE PROBLEMS AS STUDENTS WILL LIKELY SOLVE THEM. THIS HAS ALLOWED ME TO BREAK THE PROCESS INTO SMALLER STEPS IN ORDER TO MORE CLEARLY EXPLAIN MYSELF.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

I WISH TO HAVE STUDENTS UNDERSTAND DIFFERENT METHODS OF PROBLEM SOLVING. I BELIEVE THIS WILL ALLOW THEM TO BETTER ANALYSE DIFFERENT SITUATIONS AND CHOOSE A METHOD THAT WILL BEST RESOLVE THE PROBLEM.

How has your view of problem solving changed as a result of the MNS course, so far?

My view of problem solving activities as a participant of the MNS is very a humble experience; I struggled with them more often than not. My classmates and I have different ways of seeing and doing work and I see this happens in my classroom with my students as well. My struggle translates into my compassion for my students.

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I would like to provide more opportunities for my students to experience on problem-solving activities.

How has your view of problem solving changed as a result of the MNS course, so far?

I tend to think about problem solving & think there is only one path to the answer/solution & if I can't immediately find it get frustrated. I tend also to think how can I solve this with algebra & forget anything else even exists. The last two weeks has made me think back to other methods of solving problems such as tables. (which I never think of) and remember how important there also are.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

This year I would like to have my students share their solutions with the class & discuss them. I even with them tend to give one solution or have 1 student solve & then move on. I want them to know sometimes there are many ways to solve a problem and get the correct answer.

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*my view has changed from being closed off about solutions, to being "more" opened. I use to get my solution and then not want to hear or see anyone else's as it might confuse me. Now, I'm beginning (and yes, I mean like VERY beginning) to be open to a different method. I'm not all the way there yet, but I'm starting!

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

I will give my students more open-ended word problems so they can begin to deepen thinking skills.

How has your view of problem solving changed as a result of the MNS course, so far?

My view of problem solving has expanded as a result of the MNS course because the problem solving that we participate in is more advanced than what I typically deal with. I had a small victory on Friday (June 10) with a word problem in the MNS program. I solved the problem by substituting a formula and I got the correct answer on the first try. Glad I was given the problem prior to the MNS course, I doubt that I would have been able to solve it without assistance.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

I enjoyed the activity where we compared our solutions to a linear problem and examined how the solutions related to one another. My goal is to do a better job of teaching how the solutions relate to one another and give the students an opportunity to draw conclusions on their own.

How has your view of problem solving changed as a result of the MNS course, so far?

-It is very difficult to change how I see problem solving but now I am able to compare and see how others do it. I am glad there are many ways I can use and explain problems so the students find their own way to solve problems

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

-Try to explain at least two methods of problem-solving; and ask them which one they feel more comfortable and why.

How has your view of problem solving changed as a result of the MNS course, so far?

It is nice to see such an array of methods for solving one problem. It has really opened my eyes to the fact that not every student will like or want to use the easiest way for me.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

To have an open mind toward student who have different ways as solving a problem other than my choice way.

How has your view of problem solving changed as a result of the MNS course, so far?

As a result of the MNS course, I realized how important it is for students to be able to reflect and write about the math that is completed in class. Oftentimes I have had discussions with my students; but, it is equally important that they are allowed to write about their experiences. I think this will help them to grow as math students.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

I will require my students to solve more open-ended problems. The students may be required to complete daily math problems versus completing one open-ended problem a week.

How has your view of problem solving changed as a result of the MNS course, so far?

I think that my approach to problem solving has changed. I realize that I need to begin to approach my problems more algebraically. I hope to continue to learn more strategies on how to do this.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

One specific goal related to problem solving that I will bring to my teaching this year is to incorporate more algebraic thinking. We spend lots of time reasoning out the problem and setting up how to solve (i.e. graph/chart/table/work backwards). I will try to bring in more expanding of the problems to incorporate more algebraic thinking.

How has your view of problem solving changed as a result of the MNS course, so far?

- Needs an adequate level of difficulty to encourage critical thinkings. [adequate meaning relevant to the topic, ~~not~~ within the students abilities, ~~but~~ and ~~was~~ multidimensional ~~and~~ in terms of the topic]
- Timing is important. I may be allowing my students too little time/interaction to answer questions.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

ONE GOAL:

I will encourage deeper thinking into the material even if they HATE ME for it.
My goal is to avoid looking at concepts in the simplest natures.

How has your view of problem solving changed as a result of the MNS course, so far?

I think my view of problem solving has expanded my ideas on teaching certain objectives. I plan to explain objectives in more specific terms instead of teaching a "water-down" version. For example, the student should know in detail what each variable in the linear equation, $y = mx + b$, stands for or means.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

1. Explain in detail what certain rules or formulas stand for or explain the meaning behind the math we use.

How has your view of problem solving changed as a result of the MNS course, so far?

My view of problem solving has not changed. I've always known and believe one can solve mathematic word problems in many ways. I am learning new ways to solve word problems. These are ways I've never seen before, which make them very useful in simplifying problems and understanding content better. I have been refreshed of my problem solving methods, and know that I need to incorporate these strategies in the classroom. Students need to understand how to solve word problems more efficiently.

Please describe ONE (ONLY!) SPECIFIC GOAL related to problem-solving that you will bring to your teaching this year.

My goal in my classroom will be to incorporate more word problems, and problem solving questions into the Algebra content. I always have believed that the only way a person gets better at problem solving is to problem solve. There is no way around it. My goal would be for my students be more proficient at problem solving. I would also incorporate more advanced problems once I got students thinking in better number sense.