

Math Success with DMTI

UNLOCKING LEARNING POTENTIAL: WHY STUDENT IDEAS MATTER

DMTI Practice 1: Taking Students' Ideas Seriously

In today's edition, we explore:

- Taking Students' Ideas Seriously
- Classroom Strategies
- A Teacher's Experience

Educators!

This week, we are diving into the importance of taking students' ideas seriously in mathematics education. Research highlights how valuing and building upon students' prior knowledge can significantly enhance their mathematical understanding and problem-solving skills.

Studies show that when teachers actively engage with students' initial ideas, even if they're not fully formed or correct, it leads to deeper conceptual understanding and improved mathematical reasoning. By connecting new concepts to students' existing knowledge, we create a more meaningful and lasting learning experience.

The practice of taking students' ideas seriously involves allowing time for students to think, share their thoughts, and connect new problems to their prior experiences. This approach respects students' cognitive processes and helps build stronger neural connections related to mathematical concepts.

Try to incorporate strategies that encourage students to express their ideas freely and build upon them. Use open-ended questions, provide time for reflection, and create opportunities for students to explain their thinking. The more we value their input, the more engaged and confident they become in their mathematical abilities.

Let's create classrooms where every student's mathematical thinking is valued and nurtured. Taking students' ideas seriously is a powerful practice for building true mathematical understanding.

CLASSROOM TIP

Start lessons with a brief think-pair-share activity. Present a problem and give students 30 seconds to a minute to think independently. Then, have them share their initial thoughts with a partner before discussing them as a class. This approach allows all students to formulate and express their ideas, setting the stage for meaningful mathematical

discourse.

A TEACHER'S PERSPECTIVE

"When I started truly listening to my students' mathematical ideas, even the unconventional ones, I saw a remarkable change. Students became more willing to take risks, share their thinking, and engage in deeper mathematical discussions. Their problem-solving skills improved dramatically, and they developed a genuine enthusiasm for math."

Emily R., 5th Grade Teacher

What strategies do you incorporate to take your students' ideas seriously? Email and let us know! We would love to share more tips and insights in future newsletters at **mathsuccess@dmty.org** for our next newsletter!

Keep developing mathematical minds!

MORE INFORMATION

This is a quick overview of this topic, but if you want to download and read the 3-page research overview or watch the video, go to **Research Overviews** at

dmty.org/research?q=

Do you want to share ideas or contribute a teaching tip or story for the next newsletter? Please email us at

mathsuccess@dmty.org

Please follow us on **Social Media**:



facebook.com/dmty



x.com/dmty



instagram.com/dmty/



linkedin.com/company/dmty-institute

For more information on **Professional Development** and **Curricular Resources**:

www.dmty.org