

#mathscpdchat 8 May 2018

What (if anything) is different about the way you teach maths this year? Why the change? Has it worked? Hosted by [@martynyeouk](#).

This is a brief summary of the discussion – to see all the tweets, follow the hashtag #mathscpdchat in Twitter



Some of the areas where discussion focussed were:

- examples: example problem pairs, pupils creating own examples, working on rather than working through examples
- prompts for mathematical thinking: 'stem' sentences, creating sets of prompts to repeat and then fade out
- books that changed people's practice

A particularly interesting sequence of tweets, about using 'what's the same, what's different?' in relation to examples, followed from this tweet by [@mrdbusby](#):



(to read the discussion-sequence generated by a tweet look at the 'replies' to that tweet) including this one, again from [@mrdbusby](#):



Mr Busby @mrdbusby · 15h

Replying to @mrdbusby @martynyeouk

For example:

$$\text{Solve } 2x + 3 = 9$$

$$\text{Solve } 2x - 3 = 9$$

Whats the same, what's different?

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and this one:



Mr Busby @mrdbusby · 15h

Replying to @martynyeouk

Learned a lot from [@booleanmathshub](#) and [@HeimeRachel](#). The key is to identify minimal differences between questions that students are likely to struggle with or hold misconceptions about. It's a great way to link ideas as you progress through a topic. [#mathscpdchat](#)

Among the other links shared were:

[Questions and Prompts for Mathematical Thinking](#) on effective prompts, shared by [@danieltybrown](#)

[How I wish I had taught Maths by Craig Barton](#) on aspects of mathematics teaching, shared by [@martynyeouk](#)

[A blog by Simon Gregg](#), on primary-age pupils' learning using interesting and attractive coloured tiles, shared by [@PardoeMary](#)

[Blogs by Danny Brown](#), on various aspects of teaching and learning mathematics in both primary and secondary phases, shared by [@PardoeMary](#)