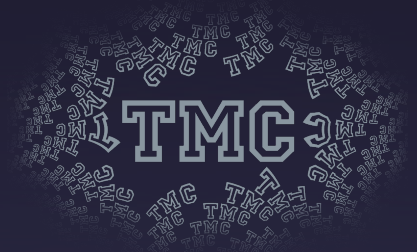


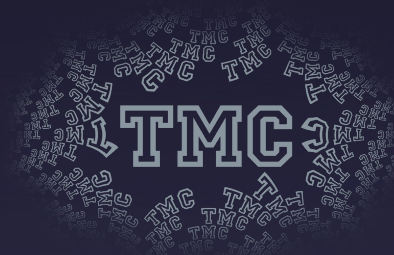
working with blind spots

@cheesemonkeySF

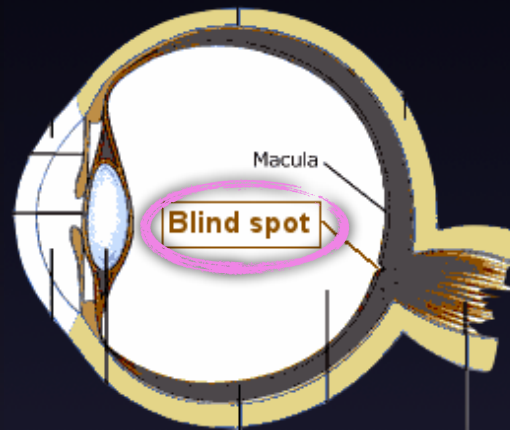
Group Work Working Group

#gwwg14

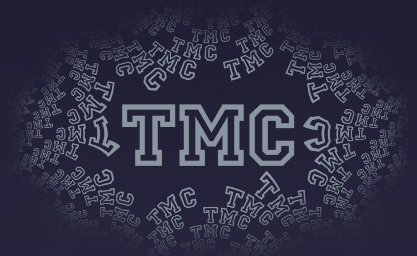




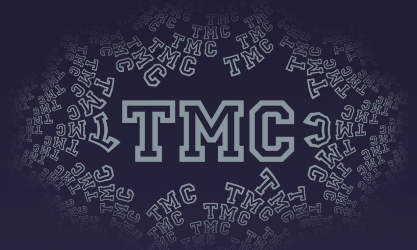
Blind Spots —



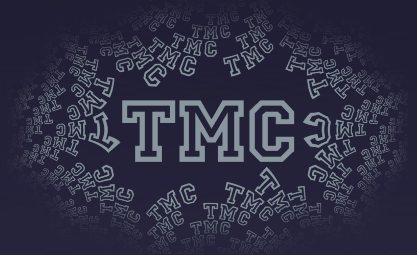
**resistant to
direct intervention**



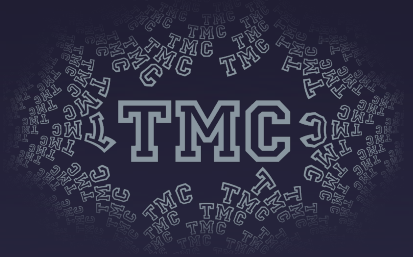
Math leads to close encounters with defense mechanisms



How to help students get beyond...

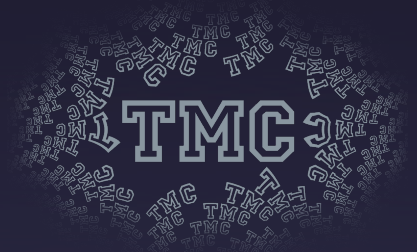


... & free them to experience the power of a growth mindset for themselves ...



NEWS FLASH —

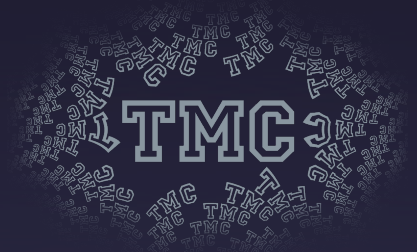
If simply telling students
to have a “growth mindset”
actually worked,
we would already have solved this problem



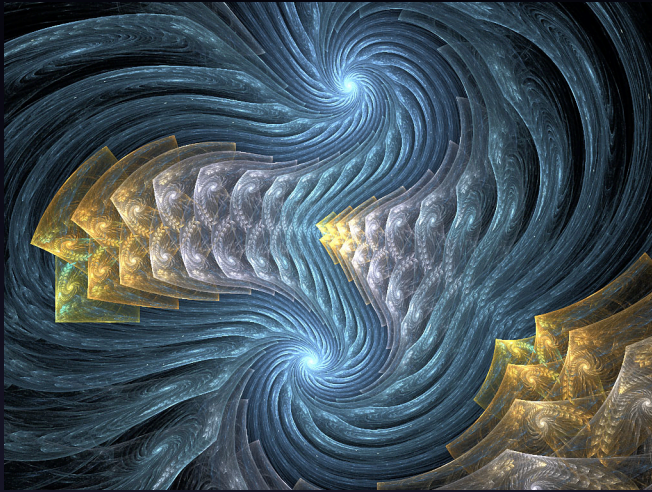
ALSO —

Direct instruction
would be
the most effective method
for math instruction ...

...and unicorns would rule the Earth



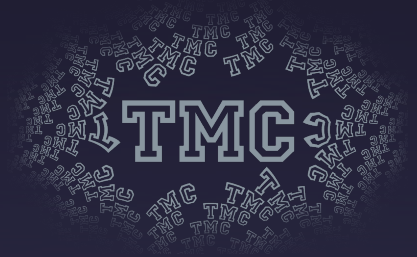
Using “skillful means”



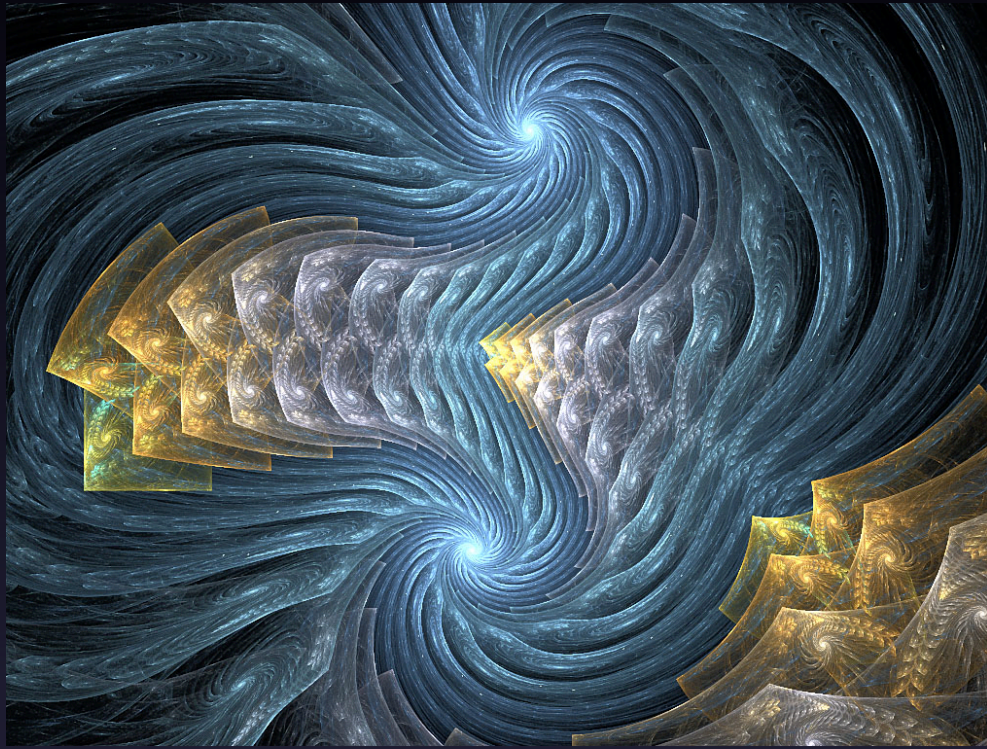
structures & techniques that temporarily “**bracket**” defense mechanisms to create ...

zone of ***emotional safety*** to ...

allow students to tap into their own ***deeper wisdom***



Make it **safe** to lower inhibitions

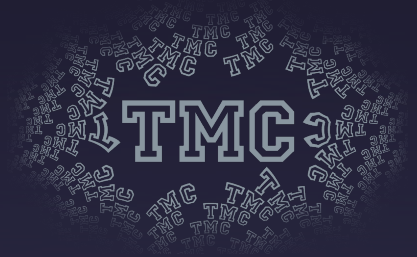


value **direct** experience
of a **growth** mindset

gently interrupt
defense mechanisms

scaffold the
drop into flow

Nullia in verbo —



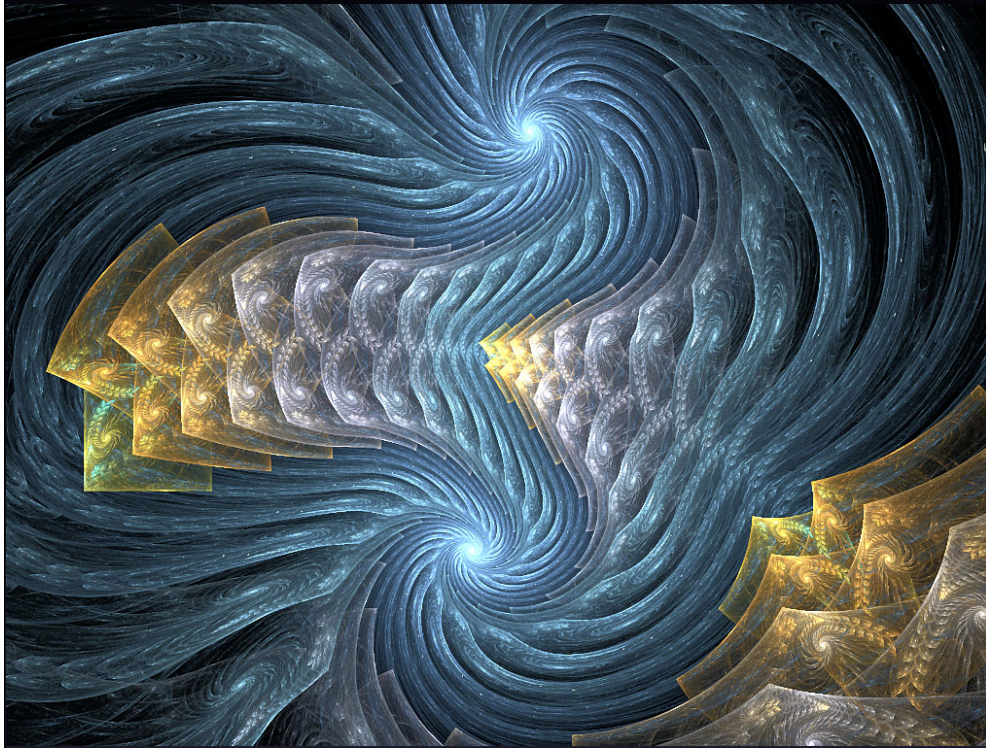
OUR GOAL

Three days – direct experience

Don't take anybody else's word for it

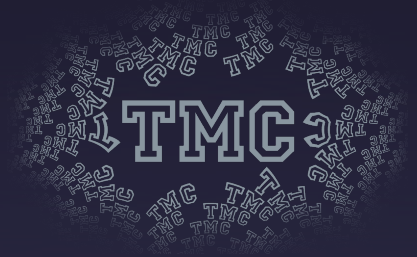


So, um, how exactly...?



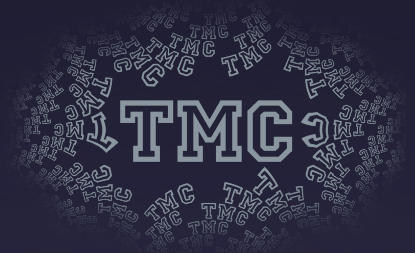
**Explore techniques
from outside U.S.
& from outside
math education**

depth psychology, restorative
practices, mindfulness,
experiential ed,
psychodynamic techniques



The plan from here

- **Frame the learning cycle**
- **Types of tasks & where they fit**

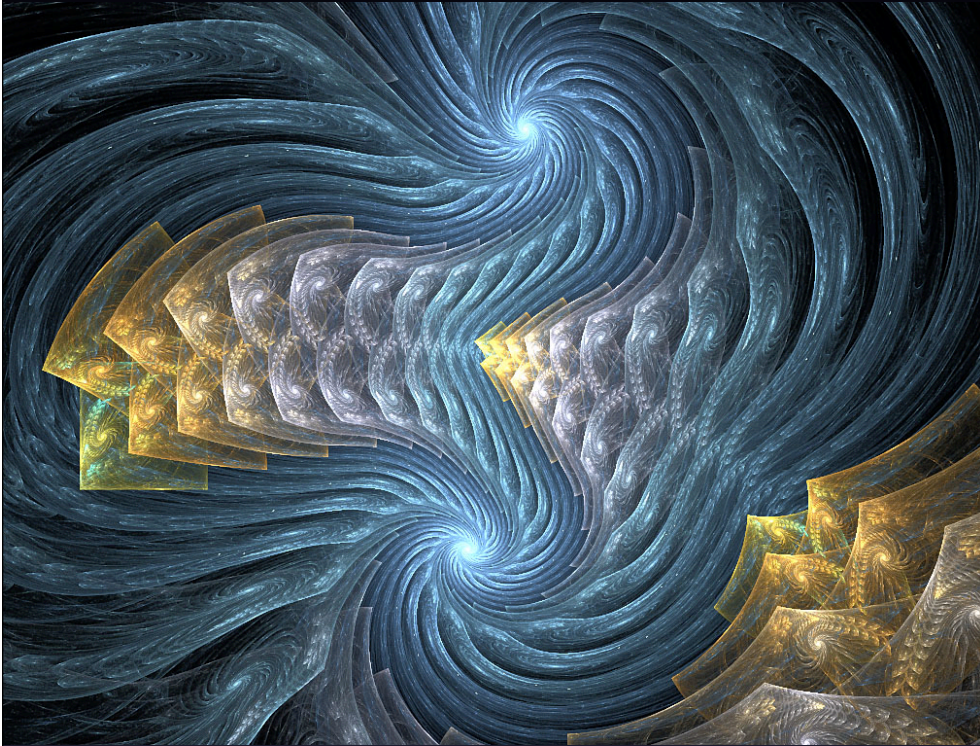


Tasks & where they fit



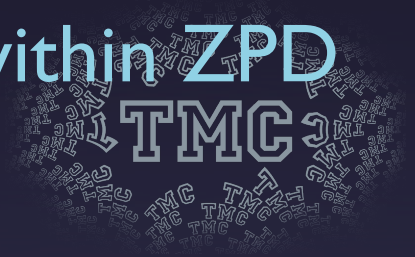
The flow state

Mihalyi Csikszentmihalyi



“In flow, people lived so deeply in the moment, and felt so utterly in control, that their sense of time, place, and even self melted away.” — *Drive*, p. 113

- goals = clear
- feedback = immediate
- challenge = within ZPD



TMC

TMC