High Tech, Low Tech: Striking The Balance

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(sporadically) @btwnthenumbers
Vote with your feet  
#WODB?  
(which one doesn’t belong)  

...and why?
CCSS.MATH.PRACTICE.MP5

Use appropriate tools strategically.
Appropriate tool(s)?

Used strategically?
In your classroom...

- Who chooses which tools are appropriate for the task at hand? How is this decision made?
- Who determines the strategy that should (hmmm...) be used to implement each tool? How is this decision made?
- If the person making these decisions is not the student, does this benefit student learning? If so, how? If not, why not?
What is the purpose of technology?

- Does the tool work to achieve my goal?

- What is the added value of using this tool? What are the costs?

- Will students be actively engaged?

- Will the cognitive load be increased or reduced? Will it be shifted—to whom?

- Will this tool provide differentiation? Will it help me provide feedback? Will it help students collaborate?
Activity 1—Transformations Golf

• Low Tech Version: Transparencies
  Use the transparencies at your tables to transform triangle JLZ to the various numbered targets.
  Record the transformations that you used in each “hole.”

• High Tech Version: Desmos Transformations Bundle
  Go to: student.desmos.com
  Class Code: X69G9
What are the advantages & challenges of both versions?

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<thead>
<tr>
<th></th>
<th>advantages</th>
<th>challenges</th>
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<tbody>
<tr>
<td>Low Tech:</td>
<td></td>
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<tr>
<td>High Tech:</td>
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Activity 2—Writing Proof Outlines (a.k.a. 2-column proofs)

- Low Tech Version: Puzzles
- High Tech Version: Prove It!

Go to: www.proofpractice.wordpress.com

(note: this takes you to an external site, living within: feromax.com, created by Michael Ferarro, who created all of the problems)
Other Activities

Low Tech:
- Gallery Walk
- Dice rolls, coin flips
- Chart on whiteboard
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High Tech:
- Google Docs
- Simulation (Fathom, TI, etc.)
- Shared spreadsheet
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Thank You!

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