

Reflections from the July 2008 Developing Measurement Benchmarks Train the Trainer Institute  
Madren Conference Center, Clemson University

What part of the institute was most helpful to you in your current position and as a future presenter?

- I liked going through the actual lessons and having a copy of the lessons to use.
- Overview of the measurement modules and the sequence for the workshop.
- To learn the program and have some experience in using the lessons.
- Being trained as a trainer instead of just doing a bunch of activities was helpful to me because I will be responsible for training teachers. This gives me a framework to follow that will make me feel much more comfortable.
- Going through and doing the lessons as a student would.
- Materials prepared and ready for the presenter to use. All material is well-organized and in binders.
- The slides and discussion on how to train teachers.
- Having actual hands-on experiences with the lessons and materials will be beneficial when training teachers and teaching the unit.
- Being informed about the history of MOOTB was very helpful.
- Looking at the lessons and seeing how they work was great because I have not had much experience with MOOTB.
- Going over the facilitator guide and doing the activities was most helpful to me.
- The format of how to present was very organized and meaningful. The lessons were very helpful in that they gave us an opportunity to experience the math program.
- I enjoyed the entire session for both days. The activities were great and made the math concepts easier to grasp.

What part of the institute challenged your mathematical thinking? Explain.

- The comparison of Celsius and Fahrenheit temperatures and trying to come up with a generalization was enlightening. It's so difficult to internalize some of the metric units because we don't use them as much.
- I was very comfortable with all of the measurement lessons, although the manipulatives helped me visualize some of the concepts.
- Liters, milliliters, etc. I have never truly learned it myself. My overall knowledge of it was bad. I feel better about it now.
- Coming up with a general rule for converting  $F^{\circ}$  to  $C^{\circ}$  was very confusing for me. I couldn't grasp what my partner was doing, but once I heard ideas from others, I was able to understand. I think this is so important for teachers to realize the importance of this in the classroom.
- Thinking about the different benchmarks we use for measurement in everyday life.
- Coming up with a way to convert  $C^{\circ}$  to  $F^{\circ}$ .
- Finding objects that weigh certain amounts.

- Having to try problems on my own or in a small group (volume, Celsius/Fahrenheit) was a challenge because I was put in the shoes of the students, Also, explaining or writing “why” was a challenge, but very beneficial.
- I was challenged to think of various ways to come up with more than one way to get to a final outcome. Having individuals really explain their way helps everyone see the big picture.
- The inquiry and investigation challenged my mathematical thinking.
- Learning that if students have a clear understanding of the mathematical concepts they will be able to apply them in all situations. This was brought to my attention when studying iteration of units in linear measurement. This will remind me as a facilitator that teachers are learners also.
- The metric system is not one of which I am fond, but this presentation made it plain and simple for teaching students.