Learning in a Blended Classroom Video Transcript

Leon Young:
So if we look at the first example, drivers, go ahead and press the button once on your computer. You'll see a sequence of numbers inside curly brackets. And those curly brackets tell us that those numbers belong together in one set. Go ahead and get started on the example problems, okay? I want to see the answers on the board.

Well, we see technology as a tool to help make things more efficient, make things easier, and also growing up with games, realizing that technology can also be very engaging and fun.

Student:
Just say 25 times... okay.

Young:
Taking all of that knowledge and the skills I had with computers gave me the tool set to create what I created -- what can you make with what you have?

After you finish all the example problems, you'll grab your computers and work on IXL and practice it individually.

The way my classroom is set up with the whiteboards everywhere and projectors everywhere started with just making my room open to students to work on math after school. And then seeing them work their problems out on the whiteboard and seeing how they would just talk to each other about these problems, point to certain words, underline them, and solve it together on the board. So I thought, "Well, what if I was able to replicate this in a classroom setting and make this the natural way for students to learn, and to learn from each other?"

13 -- how'd you get 13?

Student:
Just put, like, your explanation. Like, just write it down.

Student:
All right, so what do I write down?

Student:
Subtract three years and four years, and then subtract your answer from three years.

Young:
What I'm doing is kind of, like, not mainstream. You get what you can with what you have, kind of mentality. You do it yourself with sort of what's available. When I was trying to design my room, the first thing that came to mind was if I could create a living room setting, where students would sit together and play games. And you'd have this giant screen, the projector on the whiteboard. And then it just got me really excited as a way for students to engage in math and learn math.

Student:
Four minus what is one?

Student:
Three.

Student:
Three.

Student:
You add three? Oh, we didn't mess up that much.

Student:
I told you we have three.

Student:
And it appears yes, because eight, 11, 14...

Young:
There's more immediate feedback. They're able to check their answers right away. And the computer can give them, you know, "Oh, you got this right," and then they really celebrate that, just like they would, like, if they passed a level in a game. And if you got it wrong, you can always try again and try again and try again until you get it right, and really keep practicing.

Student:
So we looked at this one, and then we found the pattern that it was 25, then 21.

Young:
So at each station I have a set of tablet PCs, one for each student. These are computers that flip over, and you can write on them. And you can write and annotate on slides. There's a projector at each station, and an eight-foot whiteboard, so that students can project and share their work.

Student:
It's 25?

Student:
Yeah, it's 50.

Young:
Having them actually drive the technology and actually be the teachers and be the guides for other students allows me to sort of just step back and look at the bigger picture of the classroom and see what's going on.

You guys stuck on this?

Student:
No.

Student:
It's adding .2.

Young:
It's adding .2. So that's going to be your common difference.

There's many different ways to solve the problem.

Student:
We just found out 45 years. So 45 times four, because it keeps on adding four.

Young:
But then they all arrive to the same conclusion, and it's just great to see that happen in the classroom.

Student:
I just, like, multiplied five by ten, and 25 by ten. And five by ten equals 50, and 25 by ten equals 250.

Young:
Good.