

Explanations of Inclusions in Problem-Based Learning

City Math:

I found this excerpt from my NCTM magazine. I thought this teaching idea illustrates an idea for contextualizing a geometry project. In this example, the students build a 3-D model of a town in the back of their classroom. This is contextual because the finished project will reflect some of the characteristics the students know from their own town or city. I would definitely use this idea in one of my own classrooms.

Article about Murder UGA Student:

This year, a student was murdered at UGA in her own home. The case was all over the papers, and in the news. Her case brought new issues to campus such as campus safety and self-defense. However, this incident was particularly too close to home for me. The girl lived two houses down from me. I was shocked, scared, and astonished that something could happen so close to my home. People in my neighborhood began moving out left and right, and I had a hard time concentrating on studies. I began to walk around paranoid as if someone was following me. Her murder was completely random and this scared me because it could have easily happened to me rather than her.

Everyday, I see her house as I leave my own for school, and I feel so bad that she had her life taken away when she came to UGA to pursue her dreams. Such things really make you realize your own mortality.

I cannot express how much this act of violence has changed my perspective about safety, mental wellness, and how much personal issue can be stumbling blocks in the

classroom. None of my teachers knew how close the murdered to my home, and some of my grades suffered. However, by reflecting on my own experiences, I will be able to understand more easily where some of my students are coming from. If one of my students are having problems at home, or in their community, hopefully I will be able to pick up on this, and help the student however I can. I think this experience will help me to be more aware and sensitive teacher.