EMPOWERED PROBLEM SOLVING

My six-week interactive online workshop is designed to give you an actionable and intuitive plan to bring exciting problem-solving to your classroom. I’ll be working with you to answer your questions and make sure you feel supported. Go to robertkaplinsky.com/eps or email me at robert@robertkaplinsky.com for more information.

Participant Feedback

“This is truly the most relevant and useful workshop I have taken. You have carefully thought through all we need to implement problem based lessons. You did a great job in making sense of the levels of Depth of Knowledge. I don’t think I’ve seen a better explanation. For me, this has been transforming. It’s exciting and I have revamped the way I do things for my adult learners.”
– Dee Mallie, Teacher in Elgin, IL

“Often in a workshop, I hear 1 or 2 things that resonate with me, and, because I teach in a small, private school that has unique characteristics such as no grading, most of it does not apply to me. But every segment of this workshop had moments that resonated with me as a teacher and as a person. Your ideas can be implemented not just in Common Core states, which Virginia is not, not just in public schools, which mine is not, not just in certain types of classrooms, but in any classroom for any teacher who wants to do a better job reaching and teaching students. You have expanded my sense of what’s possible and what’s necessary for problem-based learning.”
– Katrien Vance, Teacher in Afton, Virginia
Workshop Content

Module 1: Why is problem solving so important?
- What does problem solving look like?
- How should students explain what they did?
- Why is this change needed?

Module 2: How would it work in my classroom?
- How do students respond to these lessons?
- How do I support my students?
- Why can’t I use strategies like CUBES?
- What does it look like when students can’t apply math?
- What should I focus on when teaching?
- Where can I find problems to use?
- What questions do teachers frequently ask?

Module 3: How do I prepare to teach a lesson?
- Why should we prepare to teach these lessons?
- What’s a problem we can practice facilitating?
- How do I facilitate a discussion about the problem?
- What might that discussion look like?
- How can I practice facilitating this discussion?

Module 4: What if it doesn’t go as planned?
- How can I anticipate lesson failures in 60 seconds?
- How to handle eleven of the most common worst-case scenarios when implementing problem-based lessons. (including "What do you do when a student comes up with a strategy for solving the problem that you do not understand?")

Module 5: How can I help students build their procedural skills and conceptual understanding?
- How can students get correct answers yet not understand?
- How can I support both students who struggle and those looking for more challenge?
- How do I help students persevere?
- Where can I find more Open Middle problems to use?

Module 6: How do I merge this with what I’m already doing?
- How do we make time for this?
- How do I fit this into my pacing plan?
- How do I assess problem-based lessons?
- What should I tell people who observe me?
- How do I stay focused on what’s important?