Det tænkende klasserum

Konference om overgang fra grundskole til gymnasium

NCUM

2. december 2026, 9.15 – 16.00 (København)
3. december 2026, 9.15 – 16.00 (Aalborg)

DPU, Tuborgvej 164, 2400 Kbh. NV

HF & VUC NORD, På Sporet 8 B, 9000 Aalborg

1200 kr. (600 kr. for studerende)

Tilmelding på matematikdidaktik.dk.

NCUMs decemberkonferencer om overgangen fra grundskole til gymnasiet i matematik vil i 2026 fokusere på Det tænkende klasserum (Building Thinking Classroom (BTC)) som et didaktisk værktøj til at skabe sammenhæng og progression i overgangen. BTC er udviklet på baggrund af Peter Liljedahls forskning ved Simon Fraser Universitet i Canada. Vi har inviteret Peter Liljedahl til Danmark for at bidrage med en workshop om udvikling og brug af BTC til at understøtte elevernes tænkning i og læring af algebra ved overgangen fra grundskole til gymnasial matematikundervisning.

Konferencen afholdes i både Aalborg og København med samme program:

2. december i København
3. december i Aalborg

Frist for tilmelding er 1. september.

Antallet af deltagere er begrænset til 60 på grund af de praktiske forhold omkring workshoppen.

Peter Liljedahls oplæg afholdes på engelsk og er beskrevet nærmere på sidste side i programmet. Resten af dagen (herunder gruppediskussioner) vil foregå på dansk.

Målgruppen for konferencen er udskolingslærere i grundskolen og gymnasielærere samt ledere og konsulenter på de to uddannelsesområder. Alle interesserede er velkomne.

Program

9.15 – 9.30	**Ankomst og kaffe/te med brød**
9.30 – 9.45	**Velkomst og kort nyt fra NCUM** *v/Morten Blomhøj, NCUM*
9.45 – 12.00	**Workshop om Building Thinking Classroom (Det tænkende klaserum) med en kaffe/te-pause undervejs** *v/Peter Liljedahl, professor ved Simon Fraser University i Canada*
12.00 – 12.45	**Frokost**
12.45 – 15.00	**Workshop fortsat med kaffe/te + kage-pause undervejs**
15.00 – 15.15	**Spørgsmål til og diskussion med Peter Liljedahl**
15.15 – 15.45	**Gruppe- og plenumdiskussion om brug af Det tænkende klasserum til at skabe sammenhæng ved overgang fra udskoling til gymnasial matematikundervisning i en dansk kontekst.**
15.45 – 16.00	**Opsummering og evaluering**
16.00	**Tak for denne gang**

Workshop beskrivelse

Peter Liljedahl: Building thinking classroom as a didactic tool in the transition from lower to higher sceondary mathematics teaching

The workshop will explore how BTC can be used to support learning on both sides of the bridge and ease the transition from lower to higher secondary mathematics teaching. The focus is on meeting students where they are and creating opportunities for participation for all. At the workshop, you will receive inspiration and support to design mathematics tasks that balance challenge and accessibility, so that all students can actively participate and achieve a deeper mathematical understanding.
Among other things, Peter will demystify the complex process behind thin-slicing and thick-slicing and show how they can be concrete tools for implementing the methods in practice. Based on his research, Peter shows how thin-slicing can be used to build tasks that gradually increase complexity and support students' academic progression. At the same time, thick-slicing is introduced as a tool to challenge students who are ready to take the next step. The method supports all students in participating by matching the level of challenge of the tasks with the students' current competencies. At the same time, it allows for working with larger amounts of curriculum without losing focus on student engagement, thinking and learning.
Along the way, references are made to Peter's latest book Mathematics Tasks for the Thinking Classroom, which provides further inspiration for task development.

The workshop alternates between presentations, practical exercises and professional discussions, where you will have the opportunity to collaborate with other teachers and share experiences.

The conference is aimed at teachers in lower and higher secondary education who want to explore and further develop their practice and strengthen their skills in developing suitable mathematics tasks with focus on BTC. The conference will conclude with a joint discussion on how we can use BTC as a didactic tool in a Danish context to create better coherence and progression at the transition from lower and higher secondary mathematics teaching.