

MIA BULJAN: When they see the correct counting um, they become convinced that what they did was wrong. But they know what was right when they see it. And when you go back to the idea of like precision or communication it's like can you describe what was wrong or right about it?

STUDENT: 30, 40

STUDENT: Okay that's how I was counting it

STUDENT: Wait let me show you

STUDENT: I was counting it like this 10, 20

MIA BULJAN: That pushing on them to communicate with their thinking is like a big part of it. It's really easy to fall into the trap of answer getting. You know like, now I know what the right answer is, now I know what the right answer is, and it's almost like you have too, like I almost have to tell myself that's trivial. I don't really care what the right answer is, what I care about is like why was it wrong before and why is it right now?