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| pn-logo-on-wte | **2013 ACE Critique and Awards Program**  ***NMSU Media Productions — Jeanne Gleason*** |

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| ***Math Snacks***    **Class 14:**  **Poster** | ***WildCatBlue:Users:jeanne:Desktop:ACE 2013:Class14MSPoster copy.jpg*** |
| **To see a higher quality image of the Math Snacks poster, please visit:** [ACE.nmsu.edu/2013/mathsnacks/class14\_MS.html](http://ace.nmsu.edu/2013/mathsnacks/class14_MS.html) |

Overview:

This poster promotes the *Math Snacks* project at public events, highlighting the project’s animations, games and learning tools for middle school learners, which help address gaps in conceptual understanding of math concepts.

Purpose (goals, objectives, need):

NMSU’s *Math Snacks* initiative was funded by the National Science Foundation to develop innovative tools for teaching content addressed in the National Common Core mathematics standards. Math Snacks give students, especially those who don't particularly like math, another way to look at math concepts.

The *Math Snacks* poster is used to attract attention of teachers, researchers and school administrator to this innovative approach to addressing gaps in students’ understanding of math concepts. The poster conveys the youth appeal of the interface and encourages teachers to explore the support materials and sample the games running at our table at the public or promotional event.

Audience:

While *Math Snacks* is designed for middle school, it is used across New Mexico in grades 3 through 8. Middle school teachers say that *Math Snacks* is particularly helpful when students are slow to master more complex mathematics because they failed to grasp key math concepts in grade school. The *Snacks* revisit those topics and give students the necessary building blocks to build understanding and move forward.

Marketing/promotion:

This five-year project is currently in research phase, with most games and animations in randomized control trials. The poster is used when we make presentations at conferences or to school systems. *Math Snacks* are being used by teachers and children engaged in research trials and by those who have been exposed to the product through presentations, articles in journals, during summer teacher training programs, and through online curriculum portals like Edmodo.com. When appropriate, the poster is used as a part of the marketing message at these venues. The plan for long-term marketing and commercialization of Math Snacks is building on current distribution partnerships with BrainPop, the National Council of Teachers of Mathematics (NCTM), and a successfully funded NSF I-Corp proposal to investigate commercialization.

Role of each entrant for the project:

All work, including animation, programming and instructional design, was produced in NMSU’s Media Productions studios. The specific team for each *Snack* is listed in credits. The overall team includes animators, artists, programmers, designers, content specialists, writers and editors.

Extent to which project met goals and objectives:

The *Math Snacks* poster has been pilot tested during its development. There is no formalized evaluation, but anecdotal reports from use of the poster at conferences and school meetings indicate it attracts attention for the Math Snacks project.

How diversity was incorporated into your entry:

New Mexico has a Hispanic-majority public school student body population and has long been considered a bellwether for future student body characteristics in the United States. Without competency in mathematics, students – particularly those in low-income areas, English language learners and students with special needs – are limited in their course and career options in STEM fields. Math Snacks has a proven track record of creating innovative products for all learners, with a design approach that involves underrepresented students throughout the design, development and testing phases of the products. Products have been tested extensively with diverse students and been reviewed by independent quality assurance panels annually, with specific attention paid to accessibility by diverse audiences and cultural sensitivity. Funders, such as the National Science Foundation, have found that interactive modules that test well with New Mexican students are often highly effective in increasing readiness to grasp STEM-related concepts within a national student population.

Other information:

All *Math Snacks* products are aligned with the Common Core State Standards for Mathematics (CCSSM). *Math Snacks* materials address critical content including number sense, ratio, proportion, measurement, scale factor, and pre-algebra. Some *Math Snacks* address more than one content area and can be used in a variety of lessons at different grade levels.