Podcasting Mathematicians

Instructional Design
Students will use innovative technology to improve their knowledge of math concepts, skills and vocabulary when they learn the math standards and then teach those standards to their peers!

Students will work in buddy pairs learning and researching a new math vocabulary word (skill or concept.) For example, what is a vertex? The team will then write a quick script explaining what the word means and use examples. For example, a vertex is the point where three or more edges meet on a cube. A cube has 8 vertices! The team will also take a picture of themselves using or creating the manipulatives. For example, pointing to the point on an actual cube they have made. Next, the team will make a podcast of their recording and put the link on a webpage to be shared with classmates and other classes in the building.

Learning Goals
Students will understand the third grade math vocabulary in all math strands. This project will be adapted to teach each of the math strands and all of the math power standards. This will ensure that students are understanding the standards being taught because they will be the teachers.

Project Summary
• After students chose a math topic to research, they worked in groups of 2-3 making a first draft storyboard to generate their ideas, draw the pictures and write the script for the podcast.
• Students met with the teacher and other students to edit their storyboards.
• Students created a final draft of their math podcast using a template.
• Students took pictures of math manipulatives and their ideas that supported their project using a digital camera. Then students recorded their voice on an iPod nano.
• Students and teacher (as well as parent volunteer) worked to put the podcast together on the iMac computer using iMovie. They then shared them with the class.

Materials Needed
Digital Camera iMovie or Photostory iPod iPod recorder

Assessment and Evaluation
• Students will assess the podcasts made by peers using a scoring rubric.
• The teacher will assess students’ math knowledge.

Reflections
• This is a very time consuming project at first. Start simple.
• I first explained the project to the class and I quickly found that having that many groups doing the project all at once was challenging. I picked a couple students to do the next project after that. They worked with a parent volunteer twice a week.
• After we had the first one finished, the students watched it and had a better idea of what they wanted to do for theirs.
• I used iMovie for the podcasts, but you could also you GarageBand or Photostory.