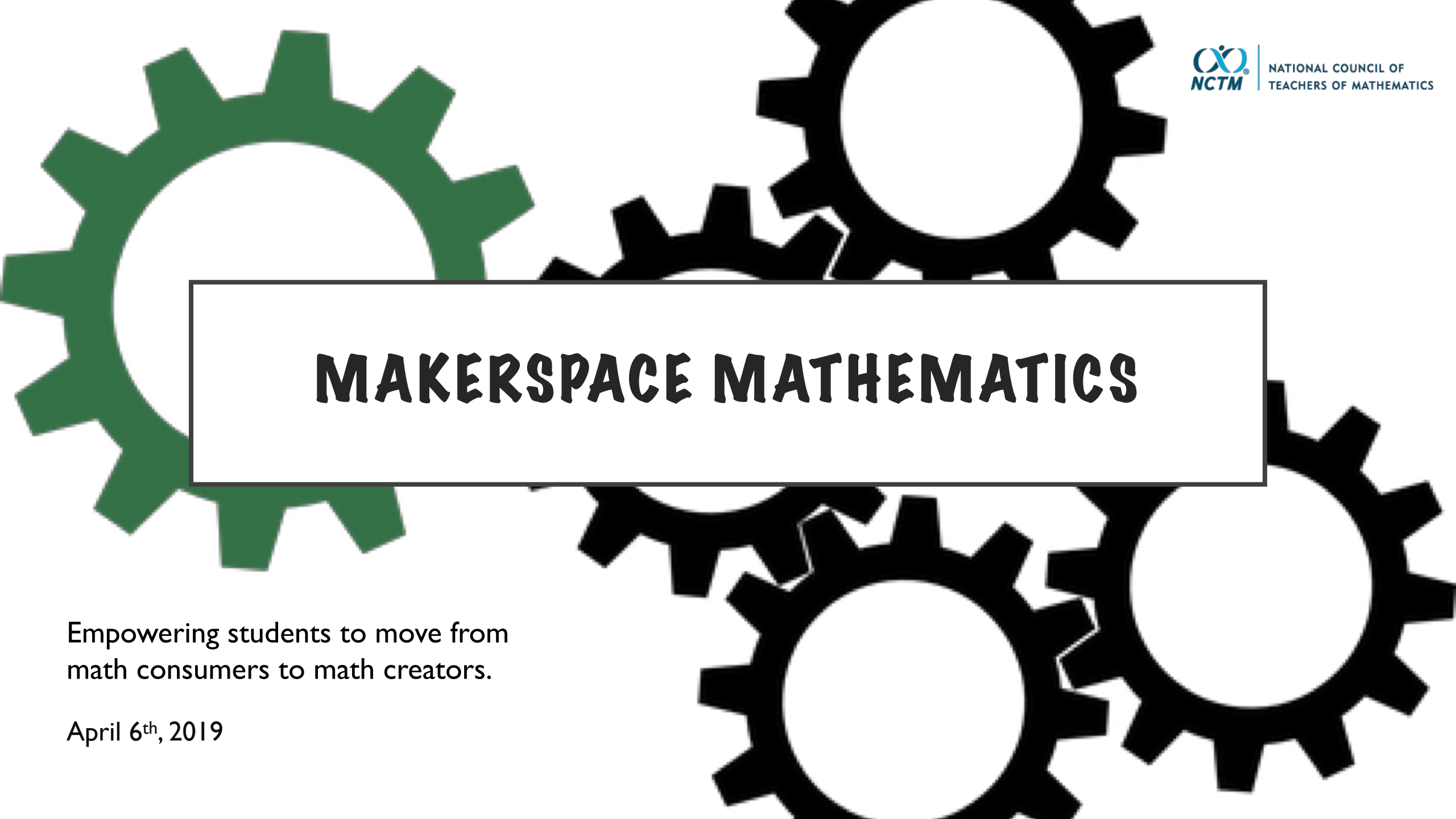
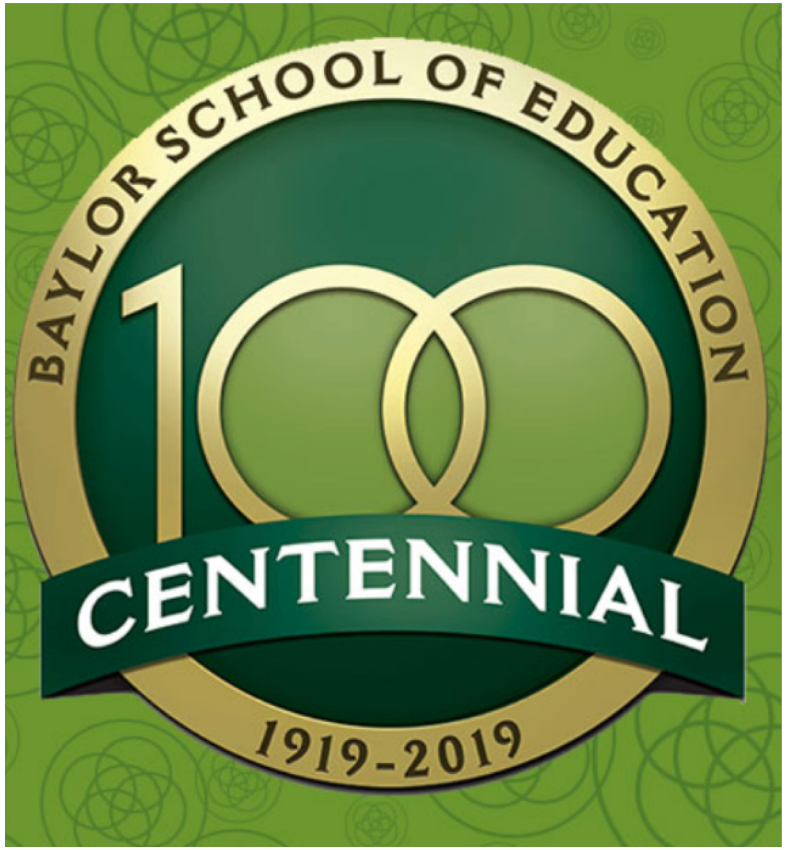


NCTM NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

MAKERSPACE MATHEMATICS

Empowering students to move from math consumers to math creators.

April 6th, 2019



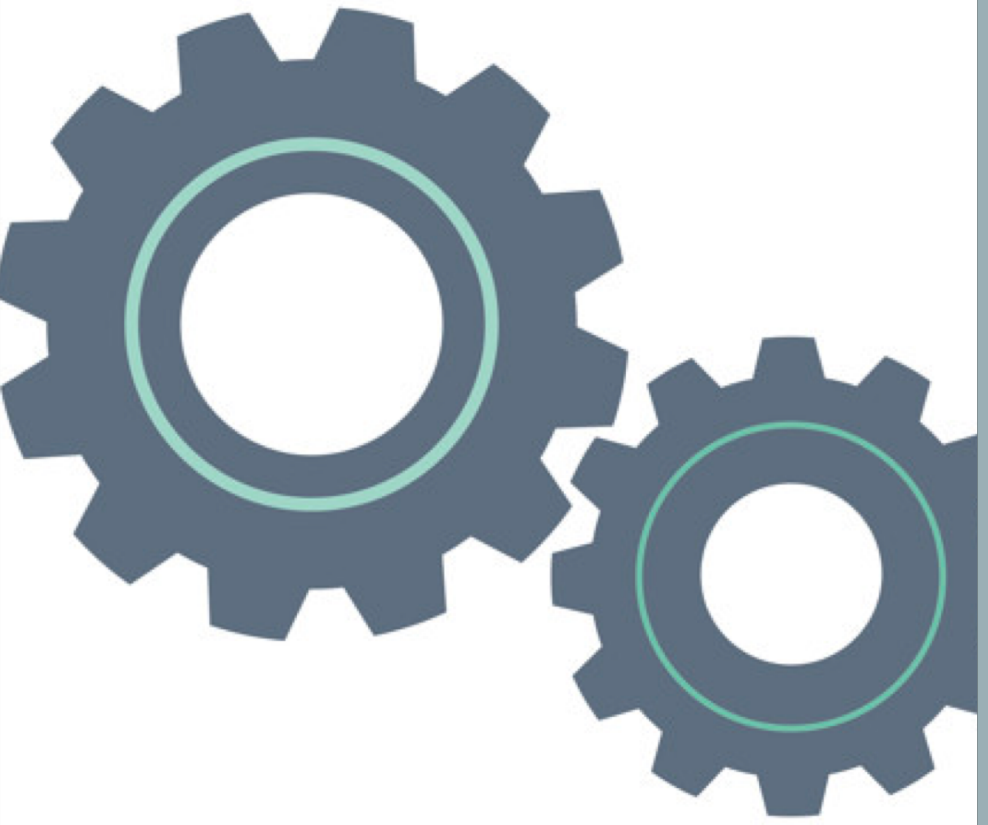
KURT SALISBURY

DOCTORAL STUDENT, BAYLOR UNIVERSITY

MATH INSTRUCTIONAL SPECIALIST, MISD

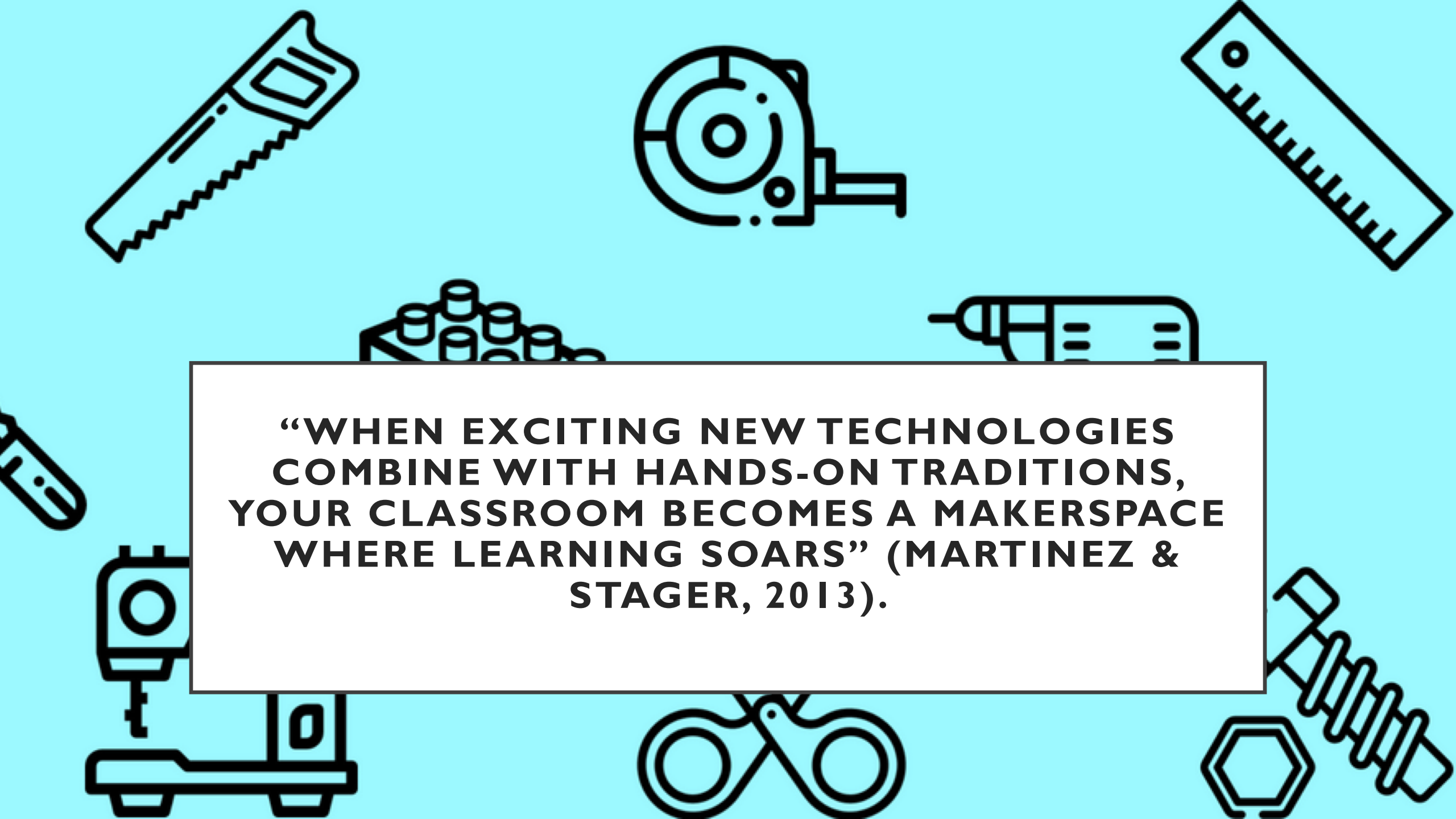
MAKERSPACE MATHEMATICS

- Makerspace
- Promoting Access and Equity Through Making
- How Teachers Have Implemented Makerspaces Into Mathematics Curriculum
- Student Work
- Teacher Perspectives of Makerspace Mathematics



A MAKERSPACE IS ABOUT "TURNING KNOWLEDGE INTO ACTION"

LAURA FLEMING, 2015



"WHEN EXCITING NEW TECHNOLOGIES COMBINE WITH HANDS-ON TRADITIONS, YOUR CLASSROOM BECOMES A MAKERSPACE WHERE LEARNING SOARS" (MARTINEZ & STAGER, 2013).

Makerspace Potential For Access and Equity

"Now, almost anyone can innovate. Now, almost anyone can make. Now, with the tools available at a makerspace, anyone can change the world" (Hatch, 2014, p.10).

The Maker Movement Manifesto

The maker movement has sparked interest for its potential role in breaking down barriers in STEM.

STEM making empowers youth to foster their agency.

Barton, A. & Tan, E. (2018). A longitudinal study of equity-oriented STEM-rich making among youth from historically marginalized communities. *American Educational Research Journal,* 20(10),1-40.

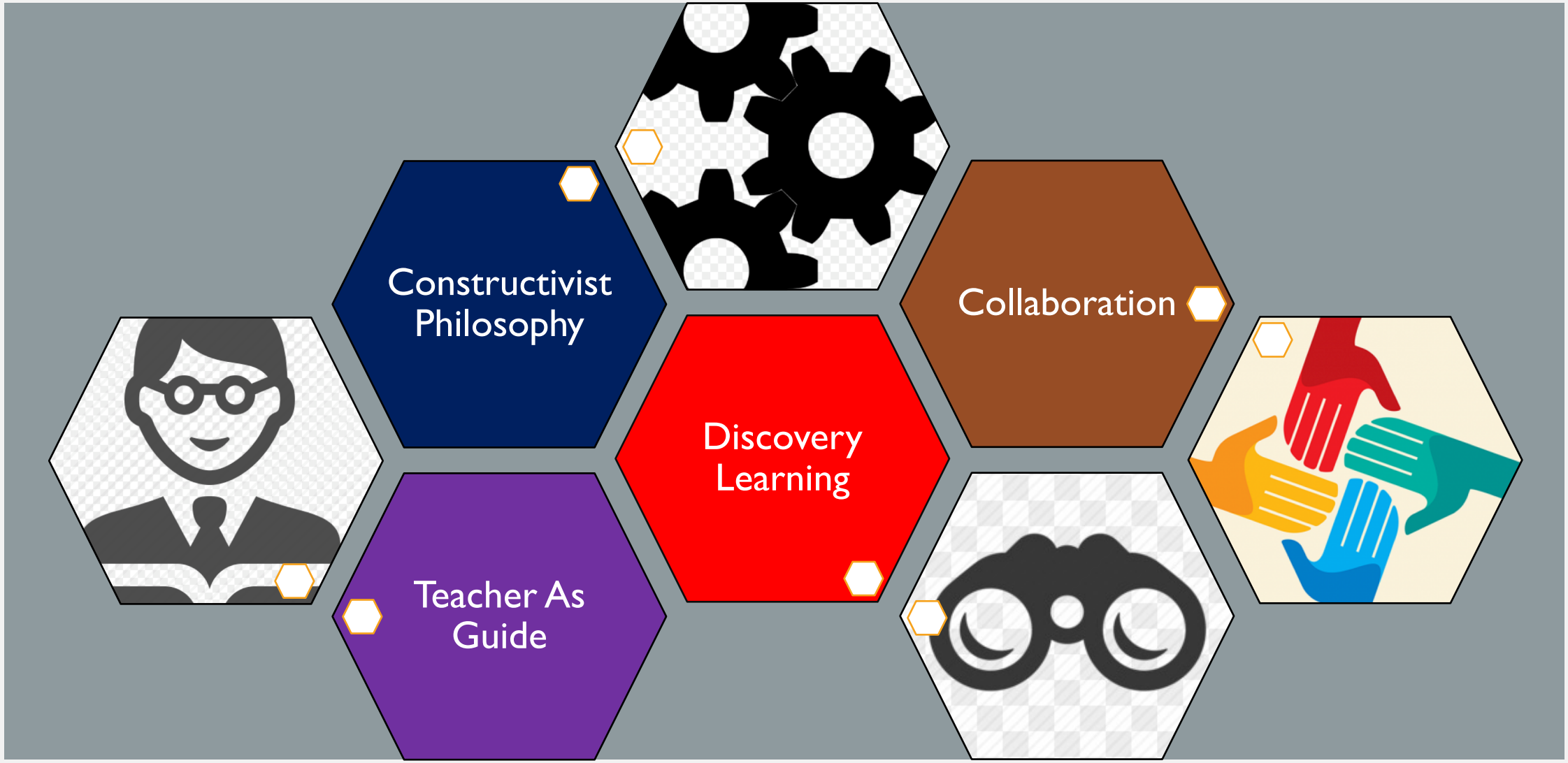
MAKER CULTURE

Most leaders believe that makerspaces have the potential to breakdown stereotypes associated with gender.

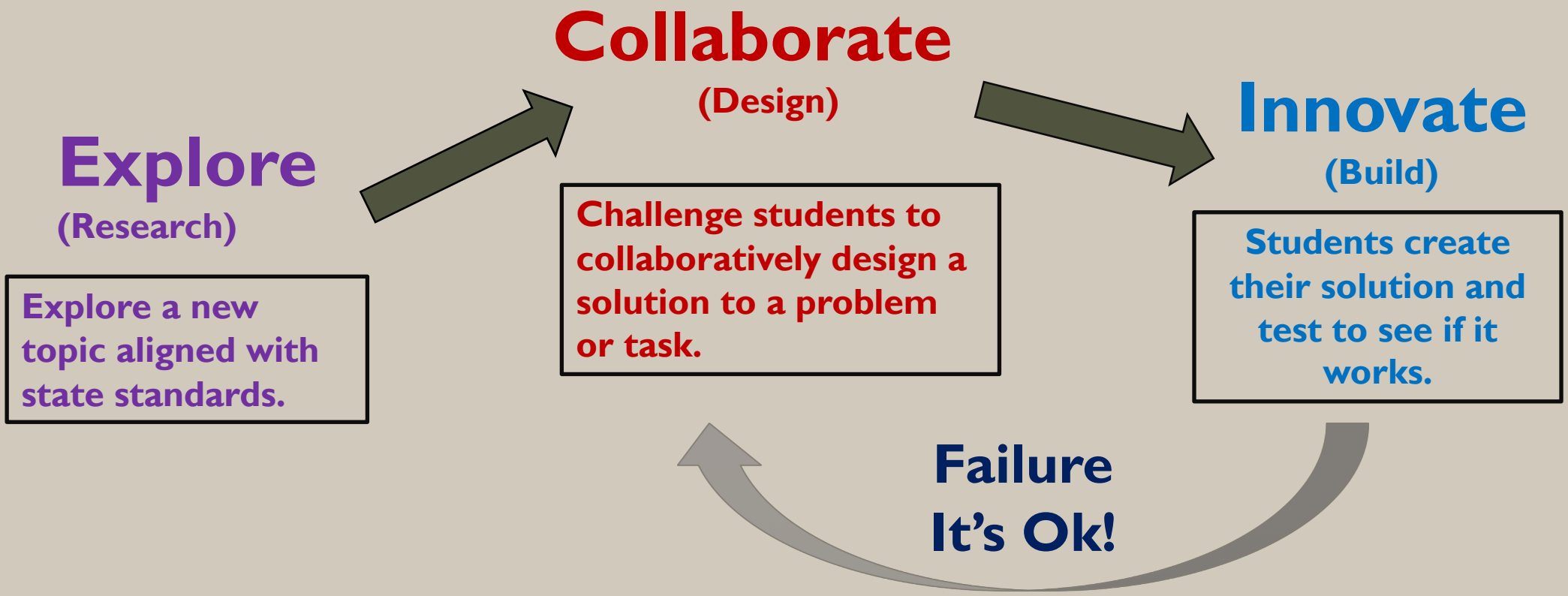
"First-generation English learners expressed greater agency and self-confidence from their experience in makerspaces. These students felt empowered to work on new language skills in the open and collaborative environment through conversations with their peers" (Kim, Edouard, Alderfer & Smith, 2018).

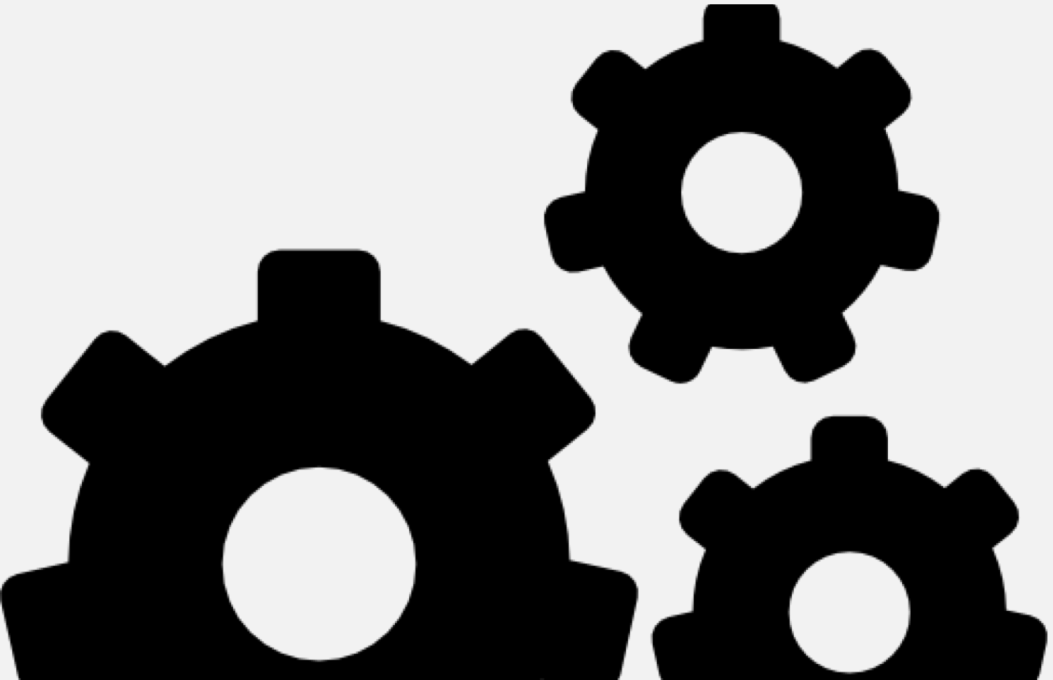
Kim, Y. E., Edouard, K. Alderfer, K. & Smith, B. (2018). *Making culture: A national study on education makerpsaces.* Retrieved from https://drexel.edu/excite/engagement/learning-innovation/making-culture-report/

MAKERSPACE IN THE CLASSROOM



MAKERSPACE CLASSROOM PROCESS





MAKERSPACE MATHEMATICAL TASK

The Cake Contest by Collen Haberen

Haberen (2016). *The Cake Contest.* Mathematics Teaching in the Middle, NCTM. 22 *(5)*.

A serving size is 6 cubic inches.

The whole cake must serve between 180 and 200 people.

The cake must have at least two tiers.

Each tier must be the same height.

You will need to know the amount of frosting.

The cake must be visually appealing!

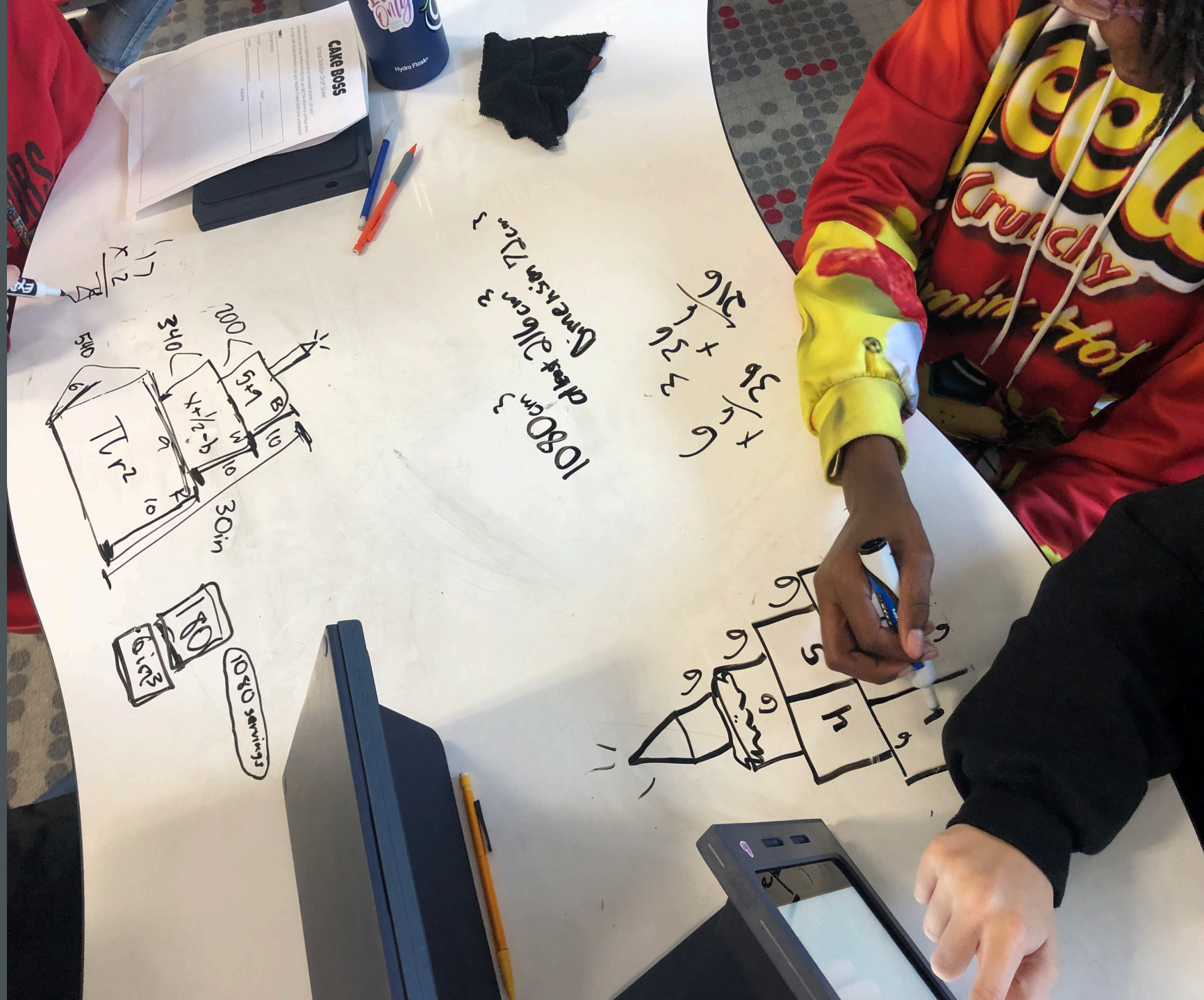
EXPLORE VOLUME AND SURFACE AREA

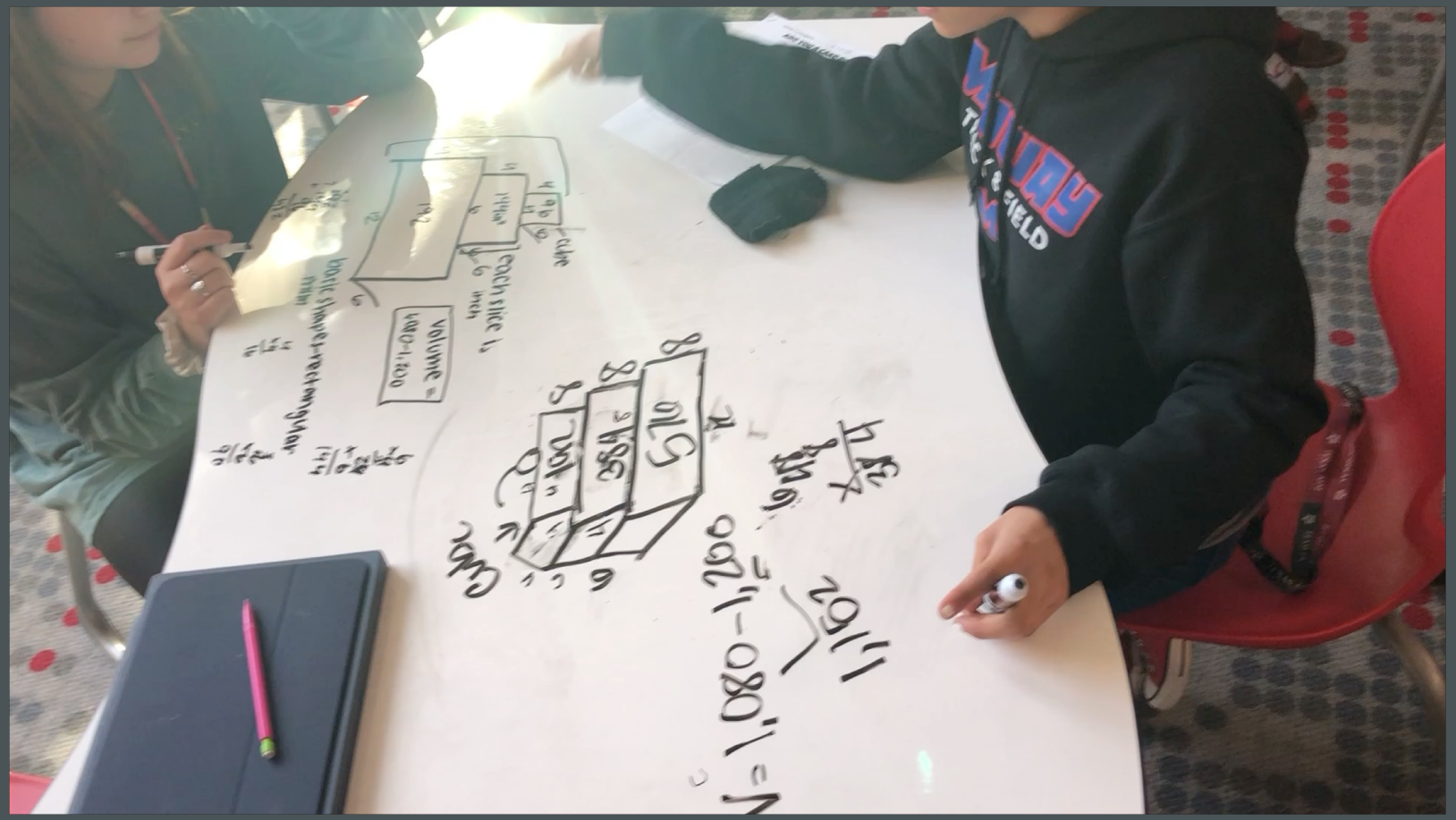
EXPLORE

Students have the freedom to explore the math related to the task.

EXPLORE

The freedom to explore in the maker environment allows for a variety of solutions and approaches.

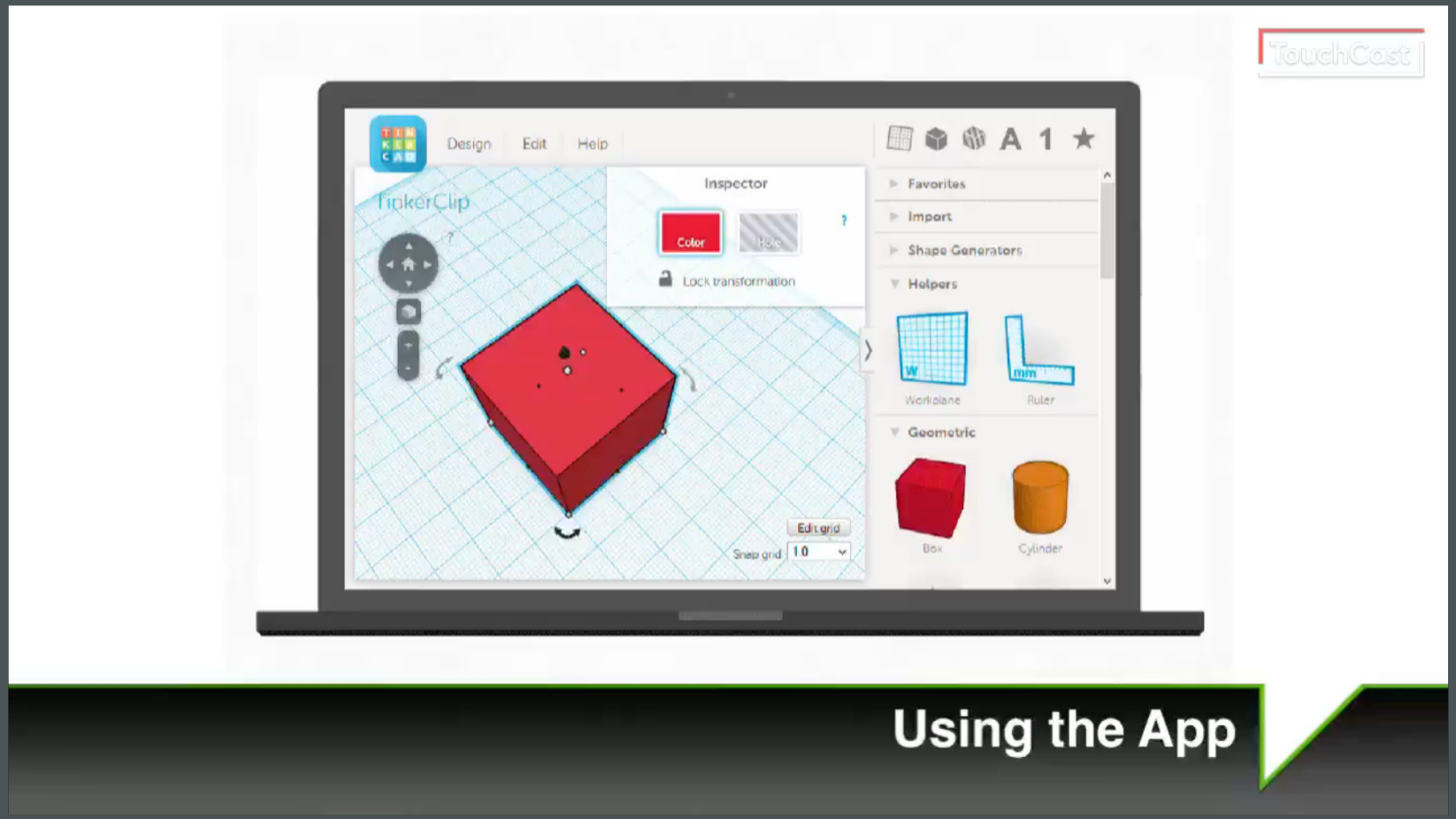




COLLABORATE

Students collaborate on final designs before transferring them to technology.

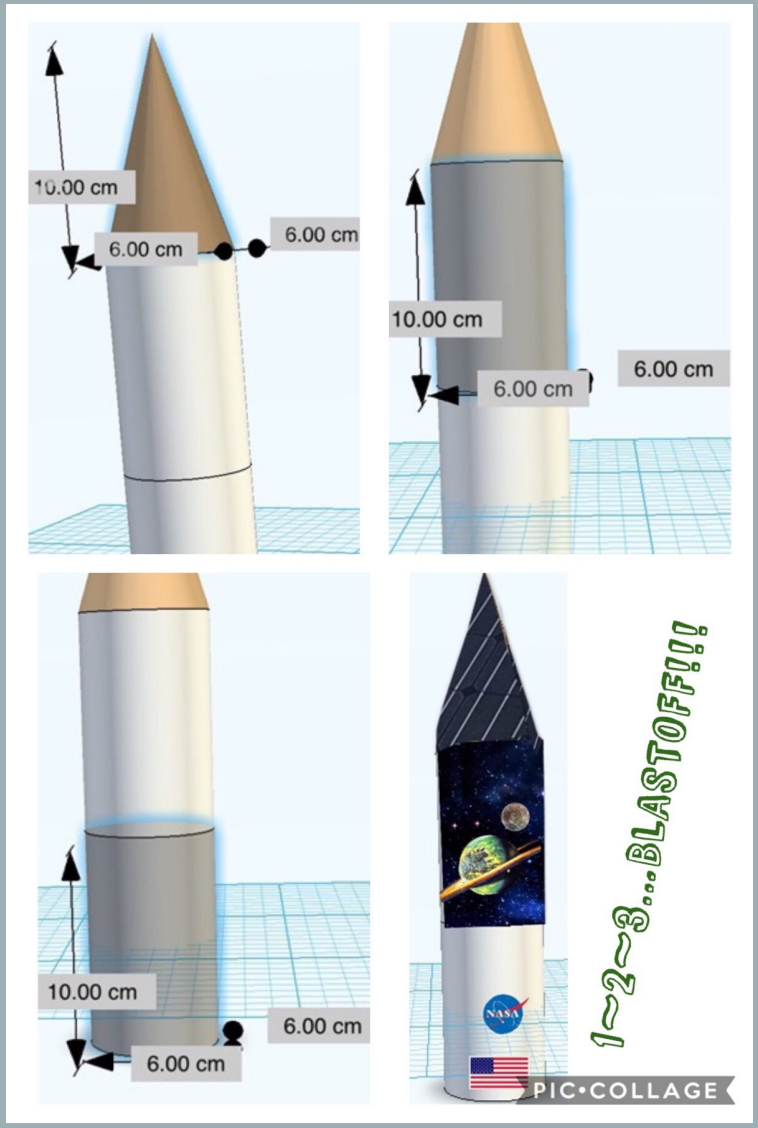
COLLABORATE

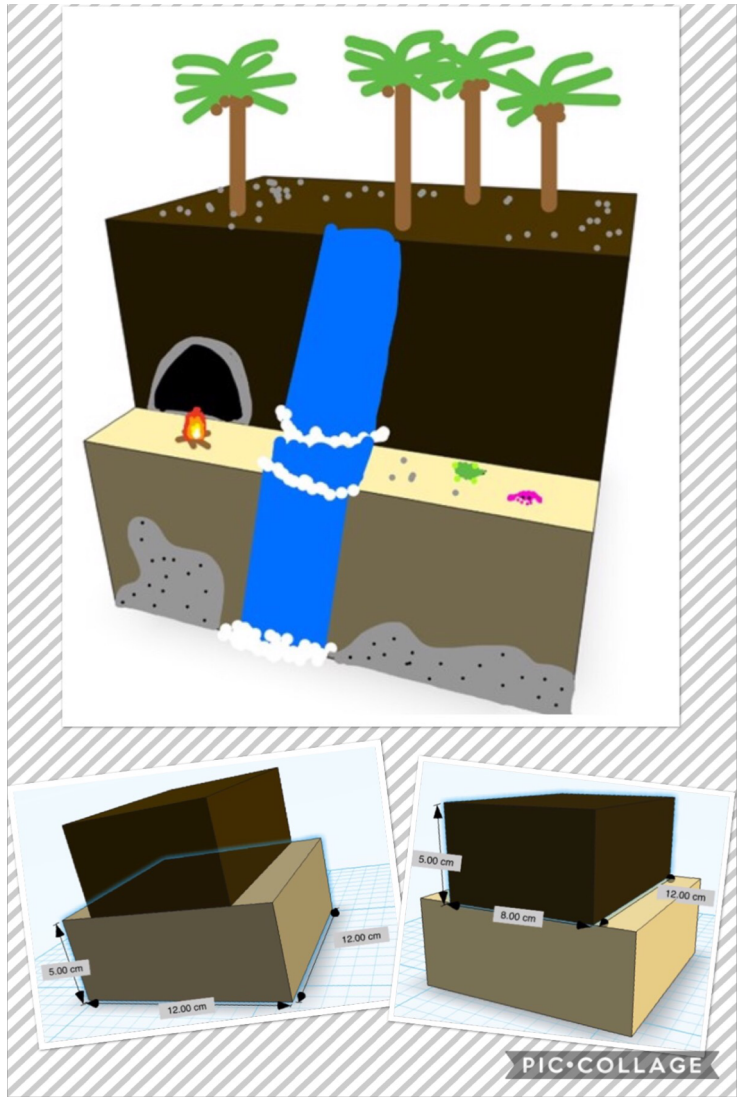


123D Design

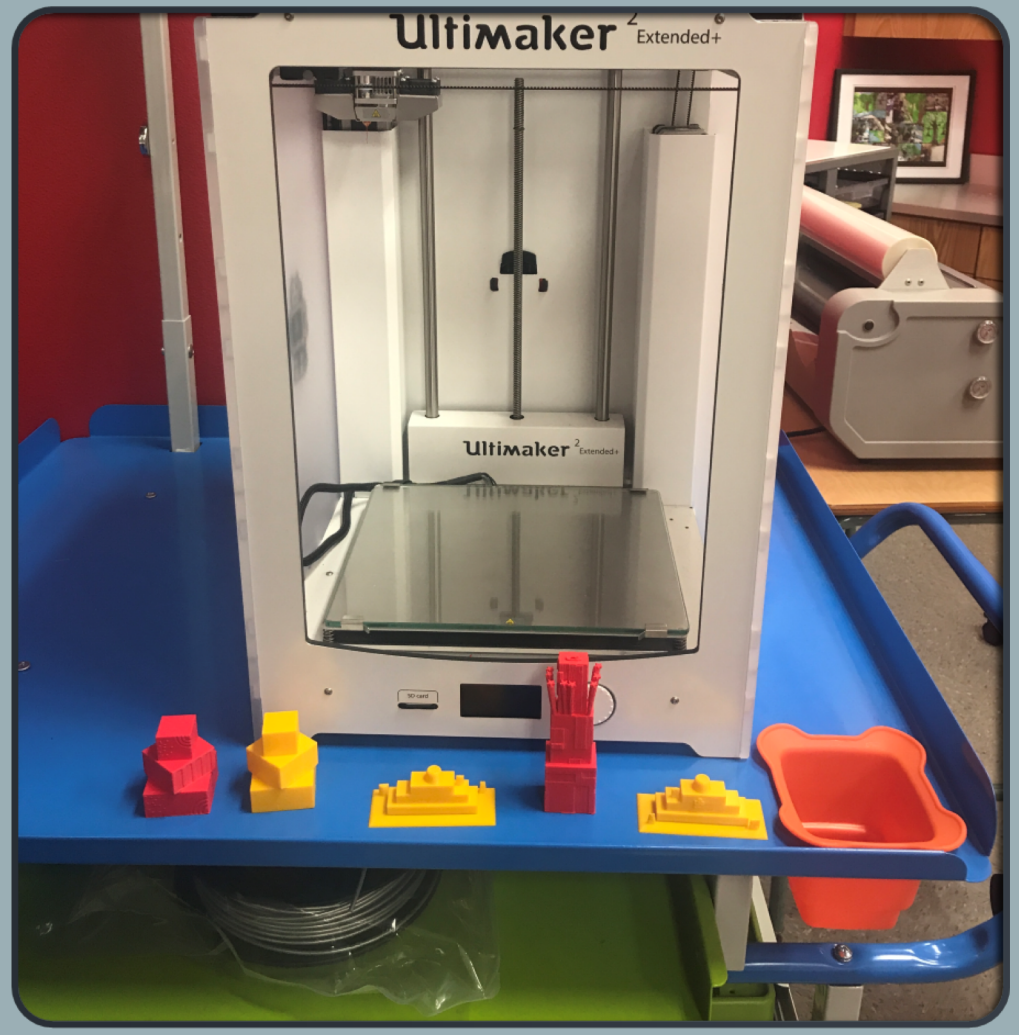
Students "tinker" with designs as technology allows them to visualize their solutions.

INNOVATE

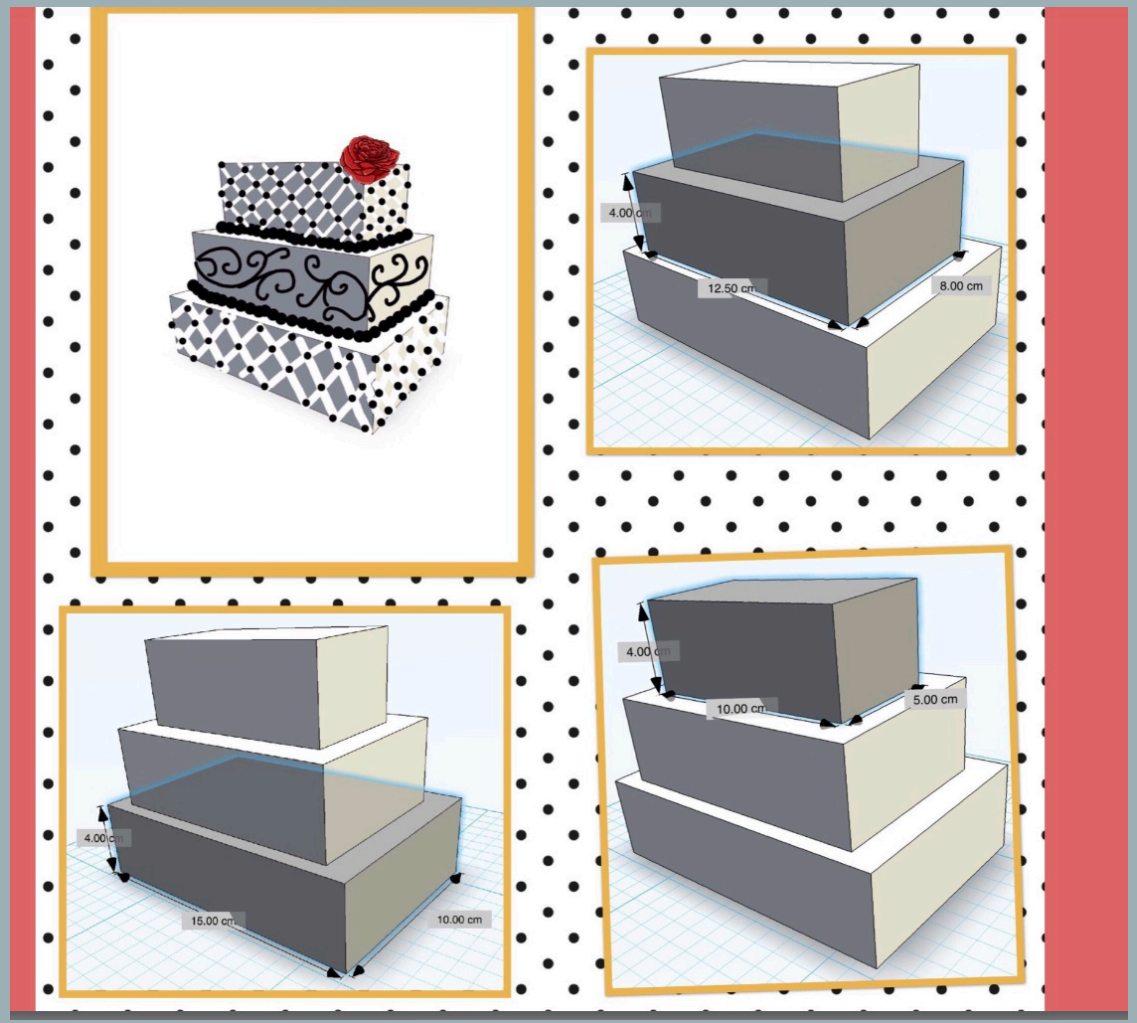

10.00 cm
6.00 cm
6.00 cm
10.00 cm
6.00 cm
6.00 cm
10.00 cm
6.00 cm
1~2~3...BLASTOFF!!!
PIC•COLLAGE


5.00 cm
12.00 cm
12.00 cm
5.00 cm
8.00 cm
12.00 cm
PIC•COLLAGE

INNOVATE



FINAL PRODUCT



STUDENT REFLECTIONS

Mathematical Reflection

1. Explain how your group's solution met the requirements for the Cake Boss challenge. Use words, symbols, and diagrams. 4

Are cake met the requirements because we used the # of Peaple 200 and multiplyed by 6 for the cubic inches then we divided by 4 the number of tires which was 300 then we used that to know how the volum had to be for each tier.

2. What strategy helped you the most in solving the Cake Boss challenge? 4

We did a lot of experimenting and drafings to try and figuer it out we did strugle some but we eventaly got what we needed.

3. What was your total volume? How do you know? 4

Are totle volume is 1,200 We know this cause 10+6=60 60x10=600 divided by 2 is 300 times 4 tiers is 1,200.

Mathematical Reflection

1. Explain how your group's solution met the requirements for the Cake Boss challenge. Use words, symbols, and diagrams. 4

We decided on 200 people and multiplied that by 6 to get the volume.
We had 4 tiers, all being triangular prisms and the same height
We tried to make the cake look different from the others, making it more appealing.

2. What strategy helped you the most in solving the Cake Boss challenge? 4

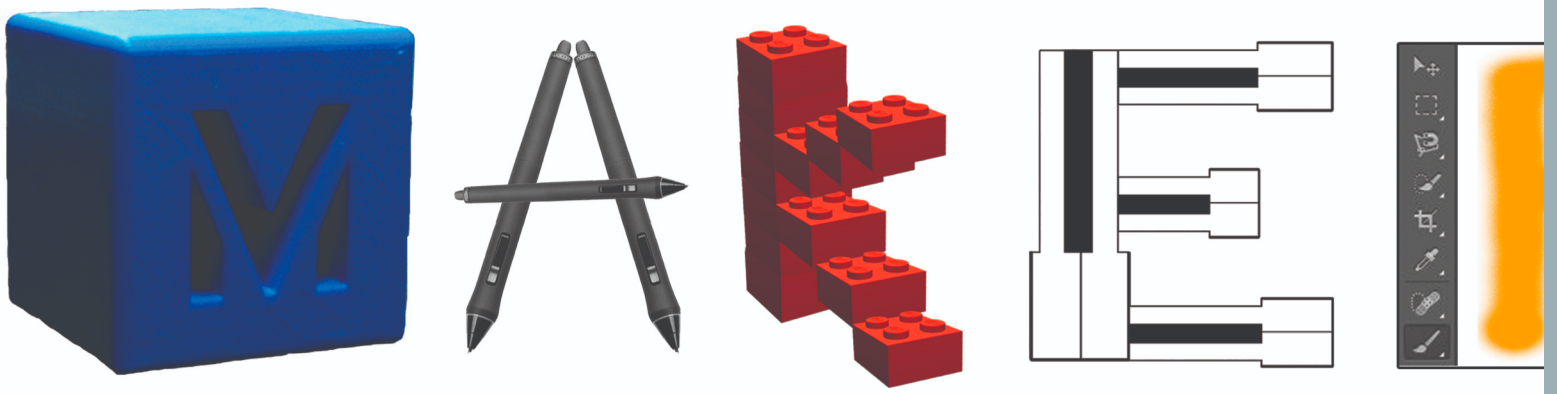
Most likely experimenting. We kept trying new numbers, solutions, multiplying, dividing, to get the outcome we wanted. We then looked for different resources by asking other students and teachers questions.

3. What was your total volume? How do you know? 4

Our total volume is 1,200 in^3 We got this by multiplying the amount of people, 200, by the cubic inches of each serving, which was 6. 200 x 6 = 1,200 in^3.

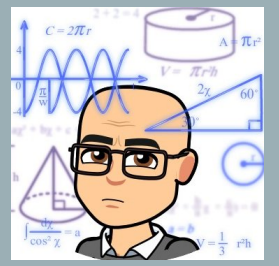
TEACHER PERSPECTIVES

QUESTIONS



CONTACT INFORMATION

Kurt Salisbury



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