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Using Mobymax to Differentiate Elementary Mathematics Instruction

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USING MOBYMAX TO DIFFERENTIATE ELEMENTARY MATH INSTRUCTION

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RESEARCH QUESTION

What are the benefits of using technology in mathematics to implement differentiated instruction in the classroom?

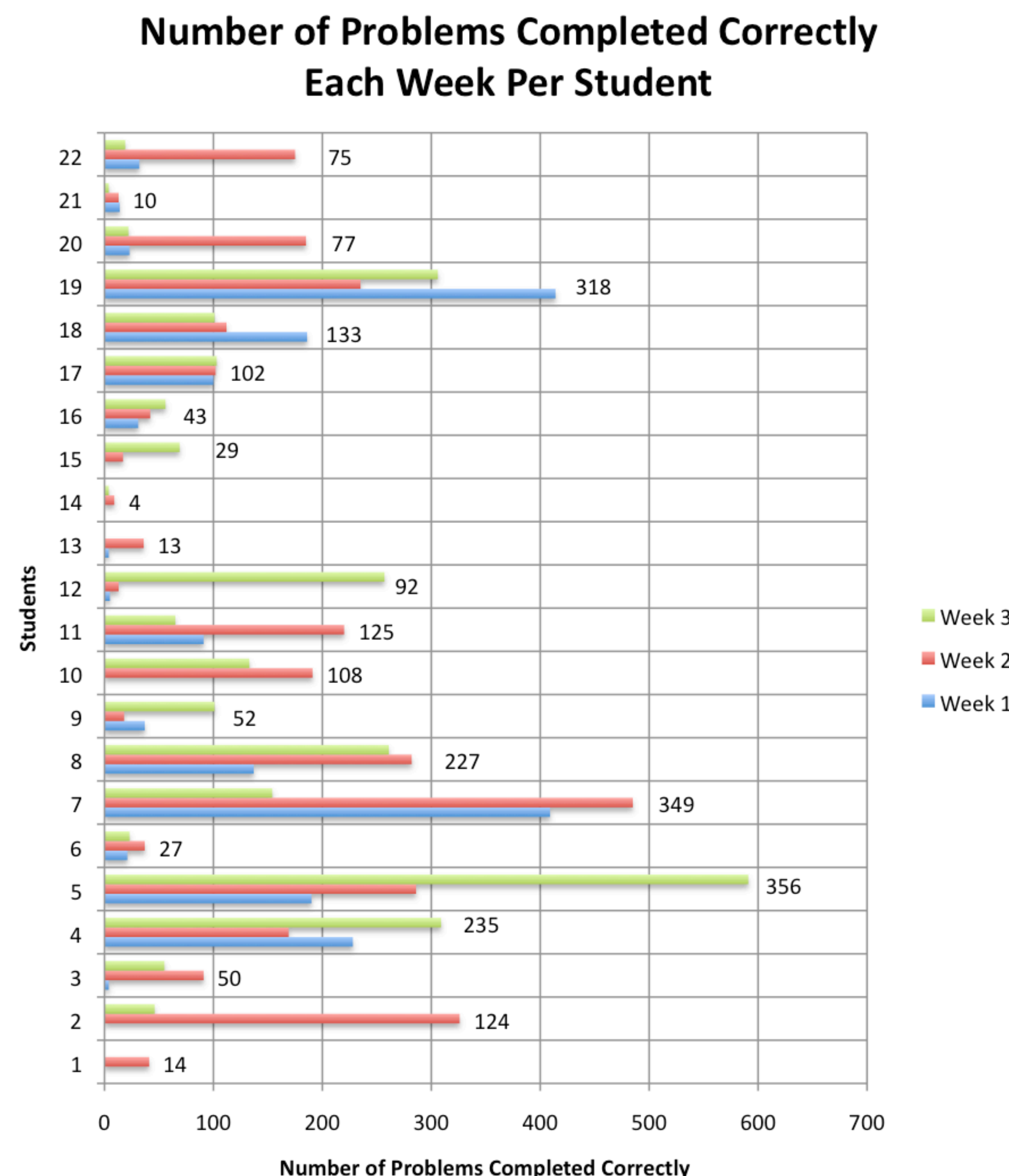
METHODOLOGY

- 22 fourth grade students
- Worked on lessons using mobile technology
- Implemented 20 minutes every day for 3 straight weeks
- Collected data from case Studies, contests, and quantitative data from MobyMax (see graph)

RESULTS

The results were as follows:

- Increased grade level
- Improved motivation
- Accessible at home and school
- Fostered independent learning
- Differentiated to the individual students
- Utilized throughout the classroom



MOBYMAX CONTEST DATA

LITERATURE REVIEW

- “Moby[Max]'s adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need” (Learn Without Limits, 2013).
- When using interest and motivation, content can be more difficult because students will want to know more. (Morgan, 2014)
- The motivation to complete work is increased when students use technology. (Galbraith, 2013)

CONCLUSION

- The use of MobyMax promotes differentiation according to students' needs; however, time and technology are needed to implement it successfully..
- In order to better utilize MobyMax for differentiation, additional research can incorporate student feedback when reflecting on teaching practices.
- Further research is needed on specific assistive technologies in the classroom.