

Spanish 101 Students Create ‘Cuentos Para Niños’

PAGE 3

Rice International Students Mentor Local High School Students

PAGE 3

American History Teachers Delve Deeper Into History

PAGE 4

A Glimpse of College Life

PAGE 4

Rice’s United Way Campaign Sets New Record

PAGE 5

Art Installations Intrigue Audiences

PAGE 5

Exploring Earth Science Through Field Experience

PAGE 6

Rice Honors Civil Rights Leader

PAGE 7

Teaching Mathematics With the iPod Touch

PAGE 7



NOT YOUR ORDINARY SPRING BREAK: Fifteen Rice students spent spring break volunteering for a variety of Houston health care agencies.

Connecting With Others to Help the Community

Cindy Dinh still remembers the day she decided she would attend Rice University. She was in third grade at Terrace Elementary in Spring Branch and had just taken a campus tour.

“All the students told the teachers they wanted to go to Rice, and the teachers laughed,” said Dinh, whose parents emigrated from Vietnam. Dinh would be the only one from her class to go to Rice, but she never forgot how helpful the tour had been in informing her about college.

Today, Dinh is returning the favor. A senior at Rice, Dinh conducts tours to public school students, many with similar backgrounds as hers. To Dinh, this is only one way to give back to the community. She is active in at least 10 different volunteer organizations, including the Rice Student Ambassador Program, the National Marrow Donor Program, the Rice University Vietnamese Student Association, the Rice University Community of Asian Alumni, the Organization of Chinese Americans, the Hung Vuong Vietnamese Language School and the Vietnamese Culture and

Continued on Page 2 >>

Alternative Spring Break Benefits Patients and Students

For as long as she can remember, Rice senior Lisa Pabst wanted to go to medical school. That’s until she participated in Rice’s Alternative Spring Break (ASB) program.

“The alternative spring break trip opened my eyes so much,” she said. “It solidified my ambitions to go to medical school, and it also tweaked my end goal. Now, I think I might like to work in a public or county hospital.”

Pabst was one of 15 Rice students who spent spring break volunteering for a variety of Houston health care agencies. Organized by Rice’s Community Involvement Center, ASB serves Houston as well as service trips to 15 other sites throughout the U.S. for nearly 200 Rice students.

In Houston, the students worked closely with the Harris County Hospital District, a community-owned health care system that supports patients who are uninsured or underinsured. The students helped with clerical work and, through Medical Bridges, helped redistribute medical supplies. The interaction with hospital patients, however, was what resonated the most with the students.

Continued on Page 2 >>



PAGE 4: American history teachers from Fort Bend and Spring Branch Independent School Districts traveled to Washington, D.C., for experiential field study as participants in the Teachers as Historians program.

Connecting With Others

Continued from Page 1

Science Association (VCSA). Additionally, Dinh serves as a career adviser for the Center for Career Development.

“Cindy has a passion to help other people, especially people who are less fortunate than she is,” said Anhlan Nguyen, chair of the board of directors of VCSA. “She is a dynamic young leader and I am particularly impressed with her passion for human rights.”

For Dinh, this passion arises from a quid pro quo belief. “People have helped me, so I want to help others,” she said. “I find the type of volunteer work that I do enjoyable, and it makes school easier to handle.”

Her academic work is equally impressive. A sociology and public studies major, Dinh has been on the President’s Honor Roll all four years at Rice and was awarded the prestigious Harry S. Truman Scholarship, a \$30,000 prize she will use to pursue graduate work in public policy.

As news editor at the Rice Thresher, Dinh was part of a two-person team whose story on the Rice-Baylor attempted merger won first place from the Society of Professional Journalists in 2010 for in-depth reporting. As a delegate for the Youth for Human Rights International in New York City, Dinh delivered a speech on human rights education. Through



Cindy Dinh

Rice’s Beyond Traditional Borders initiative, she and a team of undergraduates invented a device — a syringe with a clip — that accurately measures the dose for liquid medication. The group wrote a paper about the invention that is being considered

for publication in a medical journal and the device itself is being considered for use among HIV patients in Africa.

Dinh has come a long way from her humble beginnings. Her parents fled the war in Vietnam in 1975 and settled in Houston, where her father worked for the city in the fleet maintenance program. Her mother was a housewife before she became a translator. Both parents managed to raise three college-bound children.

After Dinh graduated as valedictorian from Springwoods High School, she was accepted to Stanford, Harvard and Rice, but decided on the latter for several reasons. “When I visited Rice during Owl Weekend, I felt that it was a friendlier environment, one I could easily thrive in,” she said.

Her volunteer work in the community before coming to Rice was another reason she decided to stay in Houston. Dinh was actively involved in the Mayor’s Youth Council, a pro-

gram designed for high school students to learn about city government. Rogene Calvert, who directed the program, remembers Dinh as a student who was deeply committed to helping others.

“Whether it was cleaning out an illegal dump site in the Fifth Ward or giving a presentation on the college application process to high achieving, low-income students, Cindy always delivered her best,” said Calvert.

Yet another reason for staying in Houston was the Hung Vuong Vietnamese Language School, where she has taught as a volunteer since her junior year in high school. Every Sunday morning for the past six years, Dinh has been teaching Vietnamese to adults and high school students because she believes it is important to keep the language alive among immigrant Vietnamese families. Quoting a proverb, Dinh said, “If the language exists, the people exist.”

Dinh plans to pursue a master’s in public policy and a law degree. She hopes to become a civil rights expert and help community groups communicate with key stakeholders in government.

“I see myself as a connector,” she said. “I want to help others connect and make their jobs easier.” ■

—DAVID D. MEDINA

Director

Multicultural Community Relations

Spring Break *Continued from Page 1*

“Getting to work with the patients and being able to connect with them on a personal basis — that was the highlight,” said junior Becky Zaunbrecher. “It took a little while for them to warm up to us, but before long, it didn’t feel like we were in a hospital anymore. It felt like we were hanging out with a big group of friends.”

While at Quentin Mease Community Hospital, a rehabilitation and geriatric facility, the students met a patient who wasn’t enthusiastic to have them there.

“I had to beg him to come play bingo,” Pabst said. He eventually joined the group, but still wasn’t engaged.

“Then we stopped playing bingo and started playing cards with him,” said junior Shawdon Molavi. “He taught us his favorite game, euchre, and we taught him one of ours. When we came back on Tuesday to visit, he

was waiting for us, ready to show us a magic trick.”

The students had something to share with him, too. They brought instruments to perform impromptu concerts for patients throughout the hospital. Pabst recalled one of the stroke patients who started to sing along as they performed in the multipurpose room.

“He said to us, ‘I’m gonna remember this for the rest of my life,’” Molavi said. “On this trip, I really learned that it’s the small things that make the difference.”

The group plans to continue volunteering with the Harris County Hospital District well after spring break. “Every place we’ve worked told us they’d love to have us back,” Zaunbrecher said. “I would like to continue volunteer work with Ben Taub. It was so fascinating because there’s so much going on there.”

She said her spring break has left her

more committed to pursuing a career in the global health field.

“Working through the public hospital system, we’ve seen the neediest patients with the least means to get help,” Zaunbrecher said. “Seeing what patients in our own country are struggling with makes me think about those in countries of even greater need.”

A bioengineering major, Zaunbrecher is working on her global health minor and will complete an internship in Ecuador this summer.

“That’s the thing about Rice. Everywhere I turn there’s a different opportunity to get involved,” she said. “Rice creates opportunities for us to get involved in anything we could be interested in and makes it possible to serve our community and those all over the world.” ■

—JESSICA STARK

Assistant Director

Rice News

Spanish 101 Students Create ‘Cuentos Para Niños’

With only a semester’s worth of Spanish, 13 Rice students took a trip last fall to the Multicultural Education and Counseling through the Arts Center (MECA) near downtown Houston and presented stories they had created to elementary school children.

The project was designed to help Rice students enrolled in Spanish 101 develop confidence in speaking Spanish while at the same time engaging with the Houston community.

Freshman Naomi Wong said she loved the experience. “It was pretty awesome to see the kids watching the stories and laughing. I was amazed that our low level of Spanish was still understood by them. I absolutely loved going outside the classroom for the project and wish it could be a regular thing.”

MECA was chosen because it offers affordable extracurricular activities such as music, art, theater and folk dancing to Latino grade-school students. Most of the children who attend these programs are bilingual, the perfect audience for such a project.

With the help of Claire Bartlett and Hajime Kumahata from the Rice’s Language Resource Center, Rice students were introduced to Microsoft Photo Story software, which was used to develop the stories via images, music and narration.

Each story had a moral, ranging from the benefits of hard work to the importance of hon-

esty to a fairytale in which the princess saves her prince. Senior Tam Nguyen was surprised to see what she and her classmates accomplished with their limited Spanish.

“It was a great experience going to MECA to showcase the photo stories. It’s stereotypical to think that beginning students of Spanish cannot do much with the language, but this project refuted that idea,” Nguyen said.

The event also offered a cultural learning experience for Rice students. Students were able to see and experience the Latino neighborhood where MECA is located. During the students’ visit, MECA was celebrating Día de los Muertos (Day of the Dead) week and the building was full of altars, decorations and artwork.

“Visiting the community center and seeing how it was richly decorated for the Day of the Dead helped remind me that learning a language involves more than just the mechanics of grammar and vocabulary, but also a deep cultural aspect,” junior Emily Anthony said.

The project was so successful that Spanish 101 students visited a local elementary school this spring while Spanish 102 students visited a local high school and presented stories about the importance of higher education.

In the end, students successfully combined community, technology and learning Spanish, while realizing that they were capable, even at the novice level, to use the language in real-life situations and give back to the community. ■

LUZIRIS PINEDA TURI

Lecturer

Center for the Study of Languages



TRAVELING STORYTELLERS: Thirteen Rice students took a trip last fall to the Multicultural Education and Counseling through the Arts Center (MECA) near downtown Houston and presented stories they had created to elementary school children.

Rice International Students Mentor Local High School Students

As a service to the Houston community, 12 Rice international students from different parts of the world took time from their busy schedules to mentor international high school students at St. Stephen’s High School.

The mentors included undergraduates and graduate students and one international scholar and his family. Most of the mentors were paired with a student based on the same gender, language and cultural background.

For a month during the spring semester, the mentors met with the high school students once a week for an hour. Acting like a big brother or big sister, the mentors listened to the students and sympathized with their struggles of adjusting to a new culture.

As the weeks went by, their bonds grew and the mentees opened up regarding their desires, such as learning about space engineering and future academic pursuits. One mentee enjoyed exercising with his mentor at the Rice Recreation Center. Other participants enjoyed exploring the campus while discussing common interests and personal dreams with their mentors.

The program was sponsored by the Office of International Students and Scholars, Dean of Undergraduates John Hutchinson and his wife, Paula Hutchinson, who is a teacher at St. Stephen’s High School.

Both mentors and mentees considered these experiences to be very rewarding. Rice junior May Alkhalidi said she definitely wants to be a mentor again and wished that the program was longer than four weeks. Another mentor, Rice freshman Natasha Kappaya, said, “It’s great to get to know young people of a different age; it is like being young again.” ■

—LILY LAM

Senior Associate Director
Office of International Students and Scholars

American History Teachers Delve Deeper Into History

With the support of a \$1 million grant from the Department of Education, Rice University is working with Fort Bend and Spring Branch Independent School Districts to give American history teachers intensive training to improve their content knowledge and pedagogy.

The Teachers as Historians program will serve 90 middle and high school teachers over three years to raise student achievement. Administered by the Susanne M. Glasscock School of Continuing Studies at Rice, the program is composed of 30 teachers a cohort per year. Each cohort will focus on one period in American history. The program began in June 2010 and it is projected that the first cohort of teachers to complete the program is impacting nearly 5,000 students daily.

The first year's theme, "A Nation is Born: 1492–1815," is in full swing and includes a two-week summer seminar, one-week experiential field study and workshops throughout the aca-

demical year. For the experiential field study, the first cohort of teachers traveled to Washington, D.C., and the surrounding area last summer to explore year-one grant themes. In addition to an extensive visit to Colonial Williamsburg, they toured the Capitol building.

The unique program connects teachers with members of Rice's history department, including John Boles, the William P. Hobby Professor of History; Alexander Byrd, associate professor of history; Edward Cox, associate professor of history; and Allen Matusow, the W.G. Twyman Professor of History and academic affairs director of the James A. Baker III Institute for Public Policy. The Rice professors serve as advisers for the grant and also provide content lectures and help connect the teachers to other university faculty, resources and research.

"One of the aspects that makes our program so special is the collaboration between two public school districts and an institution of higher education," said Jennifer Gigliotti-Labay, director of the Teachers as Historians program at the Glasscock School. "It's a unique opportunity for K–12 teachers from multiple

districts to be able to work so closely with each other and university professors in this way."

The second cohort of teachers will focus on the theme, "Transformation of the Republic: 1801–1920," beginning in June 2011, and the third year's focus will be "Modern America and the Global Community: 1914–Present" beginning in June 2012.

From the intensive training, the teachers will develop curricula that will be published and stored in a digital archive so that American history teachers across the nation can access the content and deploy it in their own classrooms. Teachers will be expected to create two lessons throughout their training, which will yield 180 high-quality lessons.

"This has been an amazing experience," a program participant said. "I am inspired to carry the torch for my country and for our children who are the future of this great nation." For more information about the program, visit <http://tah.rice.edu>. ■

—KRISTAL M. SCHEFFLER

Marketing Specialist

Susanne M. Glasscock School of Continuing Studies

A Glimpse of College Life

A group of 1,100 Houston ISD third graders visited Rice University last fall to learn how fractions relate to the real world and experience a tour of a university campus.

The students came from Durham, Golfcrest, Hines-Caldwell, Hobby, Montgomery, Park Place, Patterson, Port of Houston, Sanchez and Windsor Village elementary schools. When they approached the Rice campus, they looked in amazement at the buildings that, until then, they had only seen in photos.

The students arrived with mathematical learning materials to discover real-world applications of fractions. They then walked through campus to note examples of fractions within the architectural designs of Lovett Hall, Herzstein Hall, Anderson Hall and Razor Hall and William Marsh Rice's statue.

Students observed the letters in

the words engraved on the walls of Lovett Hall and then said what fractional part of the letters were vowels and what fractional part of the letters were consonants. "Our students see fractions in isolation and in textbooks," said Ambreen Ali, elementary numeracy specialist for HISD. "The visit to Rice University helped them make connections to the work they do at school and how it is related to the real world."

Ali, along with Kimberly Fonteno, school improvement officer for elementary schools in HISD and the HISD mathematics department, collaborated with the Rice University School Mathematics Project to organize the Third Graders to College Day.

Fonteno emphasized the importance of universities collaborating with public schools. "Students need to know that going to college is attainable," she said. "In order for schools to be successful on high-stakes exams, there

must be collaborations between colleges, universities and public schools to provide experiences like the Third Graders to College Day."

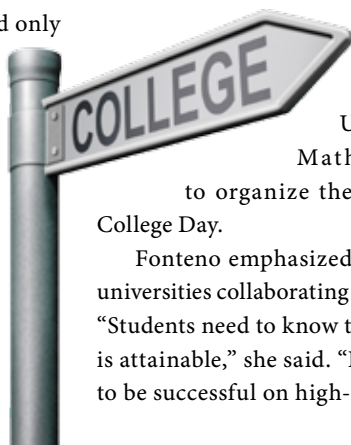
Emily Martinez, a student from Montgomery Elementary, captured the spirit and intent of the day: "When I grow up, I want to come to Rice because I can choose what I want to learn and study in the buildings that look like castles." Her third-grade teacher, Rowena Morgan, added: "This experience will change my students' outlook on colleges and universities."

Jamila Steen, an elementary math curriculum specialist in HISD, said, "A tremendous impact was made on 1,100 third graders in just one day." ■

—CAROLYN L. WHITE

Associate Director of Elementary and Intermediate Programs

Rice University School Mathematics Project



Rice's United Way Campaign Sets New Record

Rice University's 2010–11 United Way Campaign broke all records, raising more than \$190,000 to help Houstonians in need of food, clothing, shelter and other services.

"Because of your generosity, we're able to touch one out of every two lives," Anna Babin, United Way of Greater Houston president, said. Speaking at a Rice event to celebrate the campaign, she added, "You're making an investment in your community."

Bobby Tudor '82, trustee and chairman of the United Way citywide campaign, said the Rice community has made "really terrific" progress. "Rice has by far the largest campaign of any other academic institution in Houston."

Linda Thrane, vice president for public affairs, said "We made increasing United Way campaign contributions one of our community service priorities four years ago as part of

our outreach mission and to support President Leebron's goal of deepening our engagement with our home city of Houston." She added, "Since then, campaign contributions have more than doubled."

For the second year in a row, Rice Board of Trustees Chairman Jim Crownover '65 made a significant contribution to the campaign. For this year's campaign, he pledged a \$25,000 matching gift to first-time campaign donors, and the results were impressive: The number of first-time donors to this year's United Way Campaign — 483 — rivaled the total number of donors overall to last year's campaign — 487.

The \$190,017 raised this year was a new Rice campaign record and 33 percent more than the previous year's record. The campuswide campaign participation rates of 30.6 percent, the total number of donors at 815 and the total number of \$1,000-and-up "lead

donors" at 63 were all new records as well.

University Representative Y. Ping Sun chaired the lead donors effort. Sociology Professor Stephen Klineberg chaired the faculty campaign and Reggie Clarkson, former telecommunications manager, chaired the staff campaign. Greg Marshall, director of University Relations in Public Affairs, was the campaign manager.

"Rice and Houston grew together and continue to prosper together," President David Leebron said. "Rice benefits from being in Houston in countless ways, and Rice gives back to Houston in countless ways," he said. "Our United Way contributions are a very important part of that. I am incredibly proud of the generosity of so many people at Rice." ■

—STACY CERVANTES

Events Specialist
Office of Public Affairs

Art Installations Intrigue Audiences

A wing-like object soaring through a wall and paintings that resembled shadows and lights were part of two installations that transformed the Rice Gallery space into a source of intrigue and amazement.

During the 2010–11 academic year, Rice Gallery commissioned Yale faculty member and Rome Prize winner Sarah Oppenheimer and Brooklyn-based artist Mary Temple to create installations for the space.

Known for sleek and startling installations that alter existing museum spaces to reveal seemingly impossible views, Oppenheimer's "D-17" was on view at Rice Gallery from Sept. 16 to Dec. 12, 2010. Visitors to the gallery were amazed by a hollow, wing-like object, which soared upward and out of Sewall Hall, the first-ever gallery installation to break free of the building.

The architectural experiment presented a once-in-a-lifetime opportunity for eight Rice architecture students to participate in an intensive workshop with Oppenheimer. For three days last June, Oppenheimer and the students performed numerous tests on the reflective properties of glass. Their findings, which

influenced the installations final shape, will be published in the exhibition catalogue.

Mary Temple's "Northwest Corner, Southeast Light" opened Feb. 3 and runs through Aug. 12. Temple paints directly on walls and floors to create light installations in which light and shadows appear to be cast from nearby windows, despite the absence of a natural light source. Her technique not only tricks the eye, but also poetically freezes a fleeting moment of passing time.

"Northwest Corner, Southeast Light" is the largest work in Temple's "Light Installation Series." The title references how she imagines a large swath of sunlight might appear in the northwest corner of the gallery space. With each installation, Temple becomes more and more interested in the feelings of disbelief as well as the kinds of memories her light and shadows conjure in the viewer.

For both installations, Rice Gallery offered a number of free programs, including gallery talks, lectures by Rice faculty and museum professionals, concerts by Shepherd School students, guided meditation sessions and poetry readings. Campus nature tours encouraged visitors to return to Rice Gallery again and again to experience the installations.

In September, look for a new installation



ARTISTIC INTRIGUE: The two installations "D-17" by Sarah Oppenheimer (L) and "Northwest Corner, Southeast Light" by Mary Temple (R) transformed the Rice Gallery.

by Mexican–American artist Ana Serrano. Inspired by both of the cultural contexts in her life, Serrano creates work that bears reference to those in low socioeconomic positions, with particular interest in the customs and beliefs, as well as the architecture, fashion and informal economies present within this segment of society.

Admission to Rice Gallery is always free. For more information, call 713-348-6069 or visit <http://ricegallery.org>. ■

—ANNA FORET

Outreach Coordinator
Rice Gallery

Exploring Earth Science Through Field Experience

How can you inspire teachers to teach their students about earth science? Take the teachers on a field trip in which they can explore the Earth's changing landscape caused by weathering, erosion and deposition.

The Rice Elementary Model Science Lab program in the School Science and Technology department at the Wiess School of Natural Sciences organized a weekend field experience in the fall for the elementary school program participants to explore the Texas Hill Country's unique geological formations with guided experts.

"I think I'm ready to teach a basic class on earth science to my students," said Sayda Chapa, fourth-grade bilingual teacher at Ursula Stephens Elementary in Katy ISD. "Many things make a lot more sense after this experience."

A total of 85 participants, including teachers and their families, along with School Science and Technology staff and faculty members, set out on a weekend camping trip to Canyon Lake, 200 miles from Houston. The trip focused on exploring the Canyon Lake Gorge created in July 2002 when a violent flood in central Texas carved a large gorge into the hills below the Canyon Lake Dam spillway.

Teachers and knowledgeable volunteers, including geologists and Rice faculty and

Davin Wallace, a postdoctoral fellow in earth science at Rice, led a guided hike with a discussion about the dynamic changes in the tributaries around Canyon Lake. This allowed the educators to see a more recent kind of rapid change created by water.

"Getting out of the classroom and taking science into the field gave me knowledge, experience and ideas to take back to my students," said Jason Maxwell, a fourth-grade teacher at Tipps Elementary School in Cy-Fair ISD.

The purpose of exemplary professional development is to improve student learning by providing teachers with content and pedagogy that will transform teaching and to form a community of learners where teachers share best practices.



1



2

CLASSROOM TEACHING MEETS THE FIELD EXPERIENCE: 1) Teachers exploring Canyon Lake Gorge in November 2010. 2) Canyon Lake flood, 2002 (by Tom Hornseth Comal County Engineer, courtesy Gorge Preservation Society).

staff, spent three hours touring the Canyon Lake Gorge and learning about its geologic formations, seeing its fault line, and exploring exposed aquifers and fossils.

Teachers were particularly impressed with the fossils, including footprints of 110 million year old dinosaurs that evidentially were running at the time the prints were made. Teachers experienced the result of earth's forces in action and were able to see a picture of the land that once was — a shallow sea with a wealth of sea and animal life. The next stop was The Heritage Museum in Sattler, which featured some beautifully preserved dinosaur tracks and fossils under what was once algae-covered mud flats.

The School Science and Technology program provides year-long professional development programs for elementary and high school science teachers and uses opportunities like field experiences to provide educational leaders with a strong foundation and new insights into pedagogy and content. ■

—LARA ARCH

Associate Director
School Science and Technology Programs

—CAROLYN NICHOL, PHD

Executive Director
School Science and Technology Programs

Rice Honors Civil Rights Leader

In celebration of Martin Luther King Jr. Day, more than 150 Rice students, staff, alumni and faculty engaged in a parade, helped build a house, educated the youth about the civil rights leader and held a vigil on the Rice campus.

Emanuel Jonas '09, Rice alum and former president of Rice's Black Student Association (BSA), kicked off the celebration by talking with seventh graders at the William A. Lawson Institute for Peace and Prosperity (WALIPP)-TSU Preparatory Academy about King's impact on his life. Jonas also discussed the BSA's motivation for the creation of a PowerPoint presentation about the famous leader.

"The students of WALIPP were excited by the presentation," said WALIPP principal Michon Benson. "We are thankful for the outreach and community service that Rice does."

Students from Rice's Habitat for Humanity joined with the Office of Multicultural

Community Relations and brought 40 volunteers together to participate in the Houston Habitat for Humanity MLK Day of Service. Assembling at 5:30 a.m. on King's holiday, the group worked with other Houstonians to build a house in the Fifth Ward and helped to clean the neighborhood.

Senior Tawfik Jarjour, president of Rice Habitat, one of the largest service organizations in the university's history, was excited about the unified efforts of the Rice community. "I volunteer with Habitat because it gives me a chance to give back to the community in a way where I can see the results of my work," he said.

Similarly, Rice volunteer Nathan Zuege, a carpenter and locksmith in Facilities Engineering and Planning at Rice derived a sense of satisfaction from this project. "If I can help a family get a permanent roof over their heads and a sense of home," Zuege said, "I feel that I have done my part in helping the community."

While the Rice people built a house, another group of Rice students and staff par-

ticipated in the MLK parade in downtown Houston. In the true spirit of working together, students from the Hispanic Association for Cultural Enrichment at Rice (HACER) joined students from Rice's BSA and other diverse student groups to engage the crowd. Each wore a T-shirt sharing a quote from King, which voiced the crucial role of education in creating a just society.

Concluding a day of service and celebration, students, staff, faculty, alumni and other Houstonians gathered after dusk for the MLK vigil, a long-standing tradition organized by the BSA.

Harris County Judge Zinetta A. Burney gave the keynote address and spoke of King's influence on her life as she rose from being a young, single mom with a GED to her current position. Rice senior Sharion Scott said the evening's celebration inspired her. "It reminded me that service to others is a lifelong commitment, not just one day of the year." ■

—JAN WEST

Assistant Director

Multicultural Community Relations

Teaching Mathematics With the iPod Touch

To help teachers become more aware of the educational value of mobile learning devices, the Rice University School Mathematics Project (RUSMP) offered a new professional development course, "Using the iPod Touch in the Elementary Mathematics Classroom," in March.

Twenty-four Houston Independent School District elementary teachers in grades 3–6 learned novel ways to incorporate the use of the iPod touch in mathematics instruction. The course was designed and taught by Laura Harlow, mathematics teacher and department chair at the High School for Performing and Visual Arts and lead teacher in Rice University's National Science Foundation Mathematics Leadership Institute.

Harlow, a Texas master mathematics teacher, shared strategies on how she incorporates technology into her classroom and challenged teachers to think of new ways to

strengthen their students' understanding of mathematics using the iPod touch.

Teachers explored the basics of developing audio and video podcasts on the iPod touch, using the device's built-in camera. These podcasts and video lessons will help introduce or develop mathematical concepts for their students.

During the final session, teachers shared the two-minute video podcasts they had created. The podcasts and video lessons focused on topics such as subtracting with regrouping, fractions, polygons, two-digit addition with regrouping, geometric shapes, partial quotients and transformations. At the end of each presentation, a free mathematical app that supported the lesson was presented.

Teachers commented that using the iPod touch will change their teaching strategies, and the wide variety of educational apps allow them to carry an entire library of reference material with them anywhere. Podcasts can be used as instructional videos and for personalized learning in the classroom. Teachers also noted that the classroom will become more

student centered as students begin to develop their own podcasts to share projects and ideas with their peers.

"We are the pioneers for this program," a participating teacher said. "Now I want to download podcasts and video lessons for parents and students to view at home."

Teachers did not want the course to end. They wanted to continue their collaborations with their fellow participants and learn more about the ever-expanding resources available for this new educational technology. ■

—SUSAN TROUTMAN

Associate Director for Secondary Programs
Rice University School Mathematics Project

—CAROLYN WHITE

Associate Director for Elementary and
Intermediate Programs
Rice University School Mathematics Project



Rice University
 Multicultural Community Relations—MS 700
 P.O. Box 1892
 Houston, TX 77251-1892

Nonprofit Org.
 U.S. Postage
 PAID
 Permit #7549
 Houston, Texas



AT LARGE

David D. Medina, Director, Multicultural Community Relations, Office of Public Affairs



INSIDE THIS EDITION: As a service to the Houston community, 12 Rice international students from different parts of the world took time from their busy schedules to mentor international high school students at St. Stephen's High School.

