

MULTIVERSE

Mathletics



Julie Gill Hall has been using **Multiverse** with her year 6 class at Mill Field Primary school in Leeds. Pupils from Years 3-6 have been enjoying the new challenge.

Multiverse is engaging and relevant. It is clear that the interactivity of the resource helps motivate children and build enthusiasm.

1 Would you agree that Multiverse is highly engaging for your pupils?

It seems to have reinvigorated an area which is, without doubt, traditionally difficult to teach and difficult to engage children with at an appropriate level. A substantial number of children from across KS2 are discussing Multiverse with me and telling me how they are doing their XP points and numbers of planets, suggesting that there is a high level of engagement. When children are given the option of learning activities at lunchtime clubs, I have noticed that children are routinely asking for Multiverse.



2 How does Multiverse compare to more traditional methods of teaching multiplication facts, eg. worksheets?

My own experience is that worksheets can polarise attitudes towards learning multiplication facts. For example, speed tables can effectively motivate some children into beating scores, whereas with other children, there can be a lack of engagement as they feel that it is something they simply can't achieve in. Multiverse contains a competitive element collecting space items and other things, but in a very personal way, which seems less threatening. It is certainly something that we can use effectively alongside preferred methods such as learning songs and other games and interactive resources. It is clear that the interactivity of the resource helps motivate children.

3 Are your pupils enjoying using Multiverse and would you say that it's helping to build their confidence in multiplication facts? Please explain.

There is a clear level of enjoyment and it is undoubtedly motivating children to attempt tables facts that they find tricky, without them realising that they are doing it. I have witnessed children counting up multiples on their fingers in order to calculate unknown facts rather than immediately giving up. It is noticeable that in my own year groups, those who appear to be doing better in terms of how many space items they have collected aren't necessarily those perceived as being the 'top' mathematicians, which is likely to be a confidence boost in itself. There is also the fact that children will come up against the same facts repeatedly, meaning that even if they find specific facts challenging on the first few occasions, they are likely to become confident with such facts quickly.

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4 Have you found that Multiverse is motivating learners who thought they were “not good at multiplication” before? Can you tell us more about that?

It is certainly evident that at present, we have a large group of learners that are happy and motivated to give it a go, even in Year 6 where I am based.

5 In what ways do you think the gamification factor of Multiverse contributes to your students' enthusiasm?

The competitive element undoubtedly contributes to enthusiasm, particularly as children race in order to discover the next planet or the next level of XP. The different activities available ensure that there is variety and as resources go towards multiple upgrades, children are less likely to become tired of playing the resources games in order to get what they need. The fact that it is (largely) tablet and interactive friendly has also helped build enthusiasm.



6 Do you think Multiverse will help your children prepare for the planned multiplication tests in England?

If the current level of enthusiasm and motivation continues, undoubtedly.

7 Would you recommend Mathletics and Multiverse to other schools? If so, why?

Yes, Multiverse is engaging and relevant. We love the fact that with Mathletics, we can tailor our own courses so that it becomes an invaluable teaching tool. We also love the fact that there are so many different aspects of competition available such as the Hall of Fame, weekly class and individual summaries and World Maths Day.

Take-off into the Multiverse at
www.mathletics.com

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