

Appendix 1. Digital Asset Possibilities for *MTLT*

Background

Often, when we mention digital assets, we immediately think of classroom videos. Classroom videos can be very useful, but there are many other possibilities for representing classroom instruction and other digital assets in *MTLT*.

Below are some types of digital assets that could be included in an *MTLT* article. We also provide sample articles from *MTLT* showcasing each media type.

Examples of digital assets

Consider using a digital mathematics environment (DME), video(s) of students working and discussing, screencast/Livescribe student voices without faces while working and discussing, virtual manipulatives, myNCTM Discussion Board prompts, video or audio to pose a task, or innovative and dynamic navigation/organization.

| Digital Asset | Description of Example(s) | Example Article(s) |
|------------------------|---|--|
| Video Clip | <p>Video modeling force</p> <p>Video with students engaged with activity in a computer lab</p> <p>Integrate YouTube video with gravity applied in space to make a realistic connection.</p> | <p>Exploring the Mathematics of Gravity</p> <p>Authors: Debasmita Basu, Nicole Panorkou, Michelle Zhu, Pankaj Lal, Bharath K. Samanthula</p> <p>Vol. 113, No. 1, January 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0130</p> |
| Audio File | Used as part of an activity | <p>Modeling a Bouncing Ball with Exponential Functions and Infinite Series</p> <p>Author: Tim Erickson</p> <p>Vol 113, No. 3, March 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0042</p> |
| Desmos Activity | Experiment with equations of sinusoidal graphs | <p>Envelope Curves Unify Sinusoidal Graphing</p> <p>Authors: Christopher Harrow, Nurfatimah Merchant</p> <p>Vol. 113, No. 4, April 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0129</p> |

| Digital Asset | Description of Example(s) | Example Article(s) |
|--|---|---|
| <p>myNCTM Discussion Board Prompts</p> | <p>Engage with readers about your article by directing them to the myNCTM Discussion Board for continued conversation.</p> | <p>What’s in a Name? Language Use as a Mirror into Your Teaching Practice</p> <p>Authors: Tracy E. Dobie, Miriam Gamoran Sherin</p> <p>Vol. 113, No. 5, May 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0296</p> |
| <p>Interactive Simulation and Video</p> | <p>Use of Projectile Motion allows students to work with several variables that affect the launch of a cannonball, including changing the angle of launch, the height of the cannon, the speed of the ball, the mass of the cannonball, and the distance of the target on the ground from the cannon.</p> | <p>Let’s Hit the Target</p> <p>Authors: Manouchehri Azita, Ozturk Ayse, Sanjari Azin</p> <p>Vol. 113, No. 5, May 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0022</p> |
| <p>Virtual Manipulative or Game</p> | <p>Use of Mastermind, an online game in which the transition toward conditional reasoning is seen as a learning progression and not a cognitive leap.</p> | <p>Conditional Reasoning Online with Mastermind</p> <p>Authors: Sean P. Yee, George J. Roy, LuAnn Graul</p> <p>Vol. 113, No. 5, May 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0093</p> |
| <p>Livescribe Pen Files (an Alternative to Video)</p> | <p>Use of Livescribe to demonstrate students’ tendency to rely on familiar procedures and ideas instead of taking time to think about and analyze a problem situation.</p> | <p>Addressing the Hammer-and-Nail Phenomenon</p> <p>Author: Kien H. Lim</p> <p>Vol. 113, No. 6, June 2020</p> <p>DOI: https://doi.org/10.5951/MTLT.2019.0018</p> |