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There is a collective concern that's been growing over the last decade or so that the American education system and the students it produces are not equipped to compete in the rapidly growing global economy. We keep hearing that countries like China and India are positioning themselves to outperform us in the sciences. The current administration has responded with the STEM initiative to help foster a renewed focus in K-12 schools on science and math as well as encouraging different, inventive approaches to teaching these subjects to engage more students. The whole concept being that if we can engage children with math and science at an earlier age, they will be more inclined to pursue careers in those fields and thus advance the role the US plays in science, engineering, technology and math worldwide.



shift.

At the same time, more and more educators are starting to understand that textbooks and worksheets aren't always effective ways of capturing their students' attention. How can we expect to keep our students engaged when we teach with textbooks in school yet they go home to 3d movies and video games? If we are going to compete with the rest of the world, the way we think about presenting information to our children must become as important as the information we present. The way we approach classroom presentation technology must undergo a paradigm-

3D technology has been shown to be one such tool in not only engaging students with subjects that they previously found un-interesting, but also presenting the material in such a way that students with various different learning styles are all engaged with the same presentation.

The DLP division at Texas Instruments has published a series of case studies showing that Schools that have adopted 3D technology as a regular classroom resource have seen immediate and dramatic increases in test scores and retention of their students. One such study was done at Rock Island III School District in Illinois.

The control group was presented with material on how to compute the volume of complex shapes in a traditional manner using textbooks and worksheets. The other group presented the same material in 3D. Afterwards the students were given the same test to take and the results were truly astounding.

The 3D lessons bring an excitement to the classroom that is palpable. You can see the excitement in the children.

"The overall average gain between a pre-test and post-test was 32 percent... In addition, the data was segmented into various subgroups such as socioeconomic status, IEP, ethnicity, male/female, and math ISAT scores. All groups showed gains from 29-35 percent. The largest difference was in the male/female group, where the males' average scores increased by 29 percent, while females' scores increased 35 percent... The improvements were significant and frankly, amazing, compared to traditional textbook methods." (DLP Texas Instruments-Classroom 3D Case Study)

The delta between pre-and post-lesson tests was huge. The group that received its lesson in 3D saw a 35 percent increase.

- Tracey Masamoto,
director for JTM Concepts>

There is only one product specifically designed to easily bring the proven success of 3D teaching into any classroom, the 3DAVRover, the only total 3D solution on the market today.

The newest package available, the Bundled 3DAVRover, comes pre-loaded with a library of 3D videos and

interactive objects that covers the subject areas of Biology, Chemistry, Physics, Anatomy and more, includes built-in audio, 25 pairs of active glasses, and is completely configured to be ready to use upon arrival, all for less than the cost of most 3D televisions. Better still, it is completely portable so you can share your investment easily between classrooms.

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