MTi? What is that, some of you could justifiably ask?

Perhaps, you are already aware that for one issue, in July next year, *Mathematics Teaching* is going interactive and web-based. Which, considering the success of our website, is understandable in the present day.

So what does MTi really mean?

It means the technology exists whereby greater and more immediate involvement of our readership is now available. In June you will be able to interact through your screen and cursor and become more directly involved with materials normally associated with the printed page of *MT*. The technology that brings *Facebook*, *Bebo*, *YouTube* and ‘podcasting’ to most of the younger generation can now be harnessed to give us – the teachers – far greater access and insight into mathematical ideas and the thinking behind them.

In terms of hardware – nearly all schools and most individuals now have access to computers (desktop, laptop or notebook), MP3 and 4 players, mobile ‘phones, blackberries and perhaps interactive TV. The majority of the teaching profession appear to be hardwired to this technology which the BBC, for example, harnesses to maximum advantage. This type of immediate interface will soon be available to readers of *Mathematics Teaching* and members of ATM.

So what sort of facilities can you expect?

Three categories of resource spring to mind:

- Animated images, film clips and diagrams will be included. Thus creating a dynamic that will allow a fuller exploration of ideas and concepts as an item – or an attribute, is ‘grabbed and manoeuvred’ using only the cursor on your computer. Applets from *Cabri* and *Geogebra* are but two obvious examples! Screen dumps will be no more.

- Video clips of lessons undertaken or sat in on are to be included too. Thus giving a much more immediate dimension to what is happening, of how students and staff alike are relating. Now with ‘fly-on-the-wall’ accuracy we can really look at how children and staff alike are being empowered.

- Audio clips as well as more formal interviews, seminars and lectures can also to be relayed.

For example, from June next year you will be able to hear the closing lecture at Easter conference in Swansea, instead of having to wait for an edited version to appear in print. You may even have a chance to hear children explain what they mean by ‘ratty oh’ or ‘capacity’! Perhaps catch up on all those interviews given by the likes of Marcus de Sautoy or Simon Singh, but never at a radio at the right time…

- And other items that occur to you and us and are suitable for the medium.

For those contributors out there what now do you need to submit? As editors and compilers what we need are articles sent in as normal, using a standard word processor – formatting is not relevant as the editors and designers will take care of that. Graphics can be static or live. Any which are in any sense ‘live’ need to be accompanied by a URL that will bring them to life. These may include hyperlinks to:

- *Jing* recordings (*Jing* is a free application and the perfect way to illustrate what you are trying to say in print. You can record anything that is happening on your screen, with voice-over). Just google ‘Jing’ to find it, and buy yourself a cheap set of headphones and microphones. You will look like a telephone operator, but creating *Jing* recordings could not be easier, and they are uploaded at the click of a button!

- Dynamic software players. Most of the leading software titles now have ‘players’, e.g. *Mathematica* and *Autograph*; others save as *Java* applets, e.g. *GSP* and *Cabri*. The result is the same – the file can come alive and be manipulated on screen, whether you own the software that created it or not.

- Data. The web is heaving with data, and this new medium will allow us to point readers directly to data, which can usually be downloaded easily into *Excel* for further analysis.

- Regular web resources. A fantastic selection of *Java* applets, *YouTube* videos, Teachers TV clips, etc is now available to be shared.

Lyndon Baker and Douglas Butler
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- Six issues per year of a professional journal, which focus on the learning and teaching of maths. Ideas for the classroom, personal experiences and shared thoughts about developing learners’ understanding.
- Professional development courses tailored to your needs. Agree the content with us and we do the rest.
- Easter conference, which brings together teachers interested in learning and teaching mathematics, with excellent speakers and workshops and seminars led by experienced facilitators.
- Regular e-newsletters keeping you up to date with developments in the learning and teaching of mathematics.
- Generous discounts on a wide range of publications and software.
- A network of mathematics educators around the United Kingdom to share good practice or ask advice.
- Active campaigning. The ATM campaigns at all levels towards: encouraging increased understanding and enjoyment of mathematics; encouraging increased understanding of how people learn mathematics; encouraging the sharing and evaluation of teaching and learning strategies and practices; promoting the exploration of new ideas and possibilities and initiating and contributing to discussion of and developments in mathematics education at all levels.
- Representation on national bodies helping to formulate policy in mathematics education.
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- Special rates at the annual conference
- Information about current legislation relating to your job.
- Tax deductible personal subscription, making it even better value

Additional benefits

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