

SUPERTMATIK:

a Portuguese brand in the world of Education



It is worth reading...

The author of the SUPERTMATIK educational games is the Portuguese teacher Miguel Tito who, while the games were being developed, was tutoring students of various age groups.

Recognizing that the common difficulty among students in Key Stages 2 and 3 lay in mental maths, often for very simple calculations such as 4×4 , 5×4 , 6×3 etc..., the norm was to insist on memorizing multiplication tables, a practice which made students extremely reluctant since it was extremely boring.

In order to get around this problem, therefore, he set about testing materials and teaching/learning strategies for a whole academic year which have enabled the development of teaching materials focussed both on teaching and play, incorporating a methodology capable of fostering a love for learning among children in an easily handled form – playing cards (among their other features, SUPERTMATIK games stand out for their extreme versatility and innovative dynamics, for example their total usability, without the need for traditional accessories used in similar games, namely a board, hour glass, dice, playing pieces, tokens, etc., and the multilevel 'Roulette' system which allows for exciting interplay between players with various levels of knowledge – for example between older and younger siblings, parents and children).

The developmental process of the 1st game (SUPERTMATIK Mental Maths) kept evolving in trial session after trial session on students, and following several new versions, motivation increased significantly.

However, the aim was to get students to want to play or practise mental math of their own accord. A new way to count points during the game for correct and incorrect answers emerged (the initial aim was simply to amass cards; in other words, the person who had the most cards was the winner). With this new system, new game elements were introduced, for example super letters, super stars, the introduction of the key word SUPERT before answers, the element of chance and the very dynamics of the game reflected in the current rules, with excellent results. Arriving at school at around 8:15 at the start of a day, the teacher confirmed that some of his students were sitting in corridors, enthusiastically playing SUPERTMATIK of their own accord.

The game mechanics had been found!

Currently, SUPERTMATIK games are a teaching tool, used in schools throughout the world, with many successful experiences reported, including in countries as distant as Vietnam and, in particular, in mental maths (case study at the University of the Azores).

After over 15 years of intensive use, SUPERTMATIK games have now become a reference material for teachers and education leaders who regard this resource as an ideal supplement for motivating children with various levels of learning.