

1116-M5-575      **Norma J Boakes\*** ([norma.boakes@stockton.edu](mailto:norma.boakes@stockton.edu)), Stockton University, School of Education,  
101 Vera King Farris Drive, Galloway, NJ 08205. *My Journey from Classroom Teacher to  
University Professor in a Preservice Teacher Program: Using Origami as a Tool for Improving  
Core Math Understanding in Local and Overseas Classrooms.*

This presentation will focus on my extensive experiences using Origami as a teaching tool in math since the late 90s. K-12 experience stems from initial work as a high school teacher and with middle school age children as part of my doctoral studies. Research conducted on Origami in the classroom showed promise with Origami offering a way to make math concepts and understandings tangible. Work in this realm soon expanded to training other K-12 teachers on the use of Origami in the math classroom and visiting local school programs including honors and STEM. Successes in the K-12 environment led to the creation of a university undergraduate course on Origami and its link to math and art. Here too Origami had a positive influence on math understandings. These scholarly pursuits on Origami's impact lead further to a unique opportunity to bring the Origami-based approach to the country of Lesotho. Though far from the US classroom, K-12 Lesotho teachers experience the same struggles as US teachers seeking more innovative techniques for engaging learners meaningfully in math. The results of my work over four years with Lesotho includes a training program that has produced resource teachers proficient in the use of Origami mathematics and its implementation in K-12 classrooms. (Received September 07, 2015)