The impact of the COVID19 induced primary school closures on the use of engaging mathematics pedagogies

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The COVID19 school closures forced many primary school teachers to adopt relatively unfamiliar remote-teaching practices in mathematics, and other learning areas. Given primary school mathematics experiences significantly influence students’ ongoing engagement with mathematics (Larkin & Jorgensen, 2016; McPhan et al., 2008), it is important to understand how this disruption impacted mathematics pedagogies. Drawing on data from semi-structured interviews with Australian primary teachers from two separate studies, we apply the Framework for Engagement with Mathematics (Attard, 2014) to examine the pedagogies employed during school closures. We identify challenges and opportunities revealed by these pandemic experiences that can be addressed to develop the engaging use of online pedagogies in primary school mathematics.

References


