

## On-line mathematics instruction: Augmenting or replacing the role of the teacher?

Lisa Darragh  
*University of Auckland*  
<l.darragh@auckland.ac.nz>

New Zealand primary schools have increasing access to digital technologies such as computers, tablets and associated websites, programmes and apps. One perhaps unintended effect of this access is the entry of commercially operated mathematics instructional programmes (such as Mathletics and Maths Buddy) into our classrooms. These programmes may have a large impact on pedagogy because they transfer responsibility of instruction from the teacher to the computer. However, whilst there is much research on the impact on learning with digital technologies and some research on teachers' professional learning of using digital tools, there is not currently research that investigates the extent of the use of these commercial programmes in New Zealand schools nor the effect on teacher identity when using these programmes. In this short communication, I will present the early results of a study that aims to investigate and interrogate commercially operated on-line mathematics instructional programmes in New Zealand primary schools. I share initial results from a nation-wide survey to give a picture of the extent and uptake of these programmes, and to understand individual schools' rationale for using these programmes.