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

Catherine Attard
Western Sydney University
<c.attard@westernsydney.edu.au>

Steve Murphy
La Trobe University
<steve.murphy@latrobe.edu.au>

Lena Danaia
Charles Sturt University
<ldanaia@csu.edu.au>

Kathryn Holmes
Western Sydney University
<k.holmes@westernsydney.edu.au>

Jacquie Tinkler
Charles Sturt University
<jtinkler@csu.edu.au>

Fiona Collins
Charles Sturt University
<fcollins@csu.edu.au>

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

Attard, C. (2014). "I don't like it, I don't love it, but I do it and I don't mind": Introducing a framework for engagement with mathematics. *Curriculum Perspectives, 34*(3), 1-14.

Larkin, K., & Jorgensen, R. (2016). "I hate maths: Why do we need to do maths?": Using iPad video diaries to investigate attitudes and emotions towards mathematics in Year 3 and Year 6 students. *International Journal of Science and Mathematics Education, 14*, 925-944.

McPhan, G., Morony, W., Pegg, J., Cooksey, R., & Lynch, T. (2008). *Maths? Why not?*. Department of Education, Employment and Workplace Relations. http://www.gsu.uts.edu.au/academicboard/cabs/082/papers/082-item6-1.pdf

2021. In Y. H. Leong, B. Kaur, B. H. Choy, J. B. W. Yeo, & S. L. Chin (Eds.), *Excellence in Mathematics Education: Foundations and Pathways (Proceedings of the 43rd annual conference of the Mathematics Education Research Group of Australasia)*, p. 426. Singapore: MERGA.