

# TEACHING MATHEMATICS DURING THE COVID-19 LOCKDOWN

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In the first half of the presentation, I plan to illustrate how three mathematics teachers, university teachers and students (Dr. Attila Máder, Bence Torma, Gábor Torma) with different levels of experience but the same enthusiasm and willingness to experiment, experienced the digital work under the lockdown through different tools and platforms.

I will highlight how the difficulties we faced motivated us to look for new ways, tools, methods, and also how the critical examination of these influenced and shaped the methods we used during lessons and to monitor knowledge (e.g., the use of gamification). In addition, I will point out the difficulties of the first switch, the problems that arose when choosing educational platforms, the possibilities of holding lessons, the development of teaching materials and the changing role of evaluation.

In the second half of the presentation, I will show in light of the answers to a questionnaire, how students look back on the situation they have experienced, and what lessons could be drawn from their answers about the previous and current state of mathematics education.

I hope that after the presentation, more people will be encouraged to use the mentioned or similar tools to expand their methodological toolbox, which can be useful not only in the next similar periods, but also in the successful teaching of the alpha-generation.

- [1] A. MÁDER, B. TORMA, G. TORMA, Matematikaoktatás a COVID-19 idején, *Érintő - Elektronikus Matematikai Lapok* **18** (2020)
- [2] R. FROMANN, A. DAMSA, A gamifikáció (játékosítás) motivációs eszköztára az oktatásban, *Új Pedagógiai Szemle* **66** (2016), 76-81.
- [3] *PISA 2018. Összefoglaló jelentés*, [www.oktatas.hu](http://www.oktatas.hu)