

## Changing students' attitudes to mathematics through WebQuests: Evidence from Qatar

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Fullan and Langworthy (2014) proposed that digital technologies create new rich pedagogies and can deepen learning. This short communication reports on the introduction of WebQuests in eight mathematics classrooms with Qatari students' (Grades 5 to 9). We present evidence of students' changing attitudes to learning mathematics based on questionnaires and interview data from before and after the introduction of WebQuests. Results from questionnaires indicated a statistically significant improvement in students' attitudes towards mathematics. Results from interviews suggested that the development of independent inquiry skills and a combination of digital and non-digital media helped to connect ideas and enhance understanding.

### References

Fullan, M. & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning*. London, UK: Pearson