THE EFFECT OF INCLUDING TECHNOLOGY ON MATHEMATICAL STUDENT PERFORMANCE

by:
Crisanta D. Diego
Teacher III, Pablo Roman National High School

The integration of technology in mathematics education has transformed the teaching and learning landscape, offering innovative ways to support student achievement. Digital tools such as interactive whiteboards, dynamic geometry software (e.g., GeoGebra), graphing calculators, online platforms (e.g., Khan Academy, Desmos), and computer-based assessments provide students with multiple avenues to engage with mathematical content. These tools promote visualization of abstract concepts, encourage exploration, and allow learners to manipulate variables in real time—fostering deeper understanding and active learning (Li & Ma, 2010).

One of the primary benefits of technology in the mathematics classroom is the immediate feedback it offers. Unlike traditional methods, where students may wait for teacher evaluation, online platforms provide instant responses that help learners correct mistakes and reinforce learning. This self-paced, adaptive feedback system is particularly beneficial for students with different learning styles and paces. In addition, technology enables differentiated instruction, allowing teachers to tailor activities and assignments based on student needs (Cheung & Slavin, 2013).

Studies have shown that when used effectively, technology can lead to significant gains in mathematics achievement. Cheung and Slavin (2013), through a meta-analysis of 74 studies, reported that students exposed to educational technology applications performed better than those receiving traditional instruction alone. Furthermore, the use of simulations and virtual manipulatives has been found to increase student engagement and improve attitudes toward mathematics—two critical factors linked to academic success (Bozkurt & Ruthven, 2017).

Additionally, in the math classroom, technology promotes cooperation and communication. Online discussion boards, collaborative tools like Google Workspace, and classroom response systems encourage peer-to-peer interaction and shared problem-solving, supporting the development of higher-order thinking skills. According to Niess (2005), effective integration of technology requires teachers to develop Technological Pedagogical Content Knowledge (TPACK), ensuring that tools are used meaningfully and not merely for novelty.

Despite the potential benefits, challenges remain. The success of technology integration depends on access to resources, proper infrastructure, and teacher preparedness. Without adequate training, technology may become a distraction or be underutilized. Therefore, professional development and continuous support are crucial to maximize the impact of technological tools on student learning.

In conclusion, the thoughtful integration of technology in mathematics education has the potential to improve student achievement by enhancing engagement, understanding, and individualized learning. As schools continue to invest in digital tools, it is essential that technology be used strategically and supported by effective teaching practices.

References:

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