Abstract

Digital learning is an active method of learning in our lives, and it has been implemented in all the schools in the United Arab Emirates (UAE). Many techniques, such as platforms, online educational websites, and other applications, were used by teachers to support blended learning and assist students in achieving their goals and accomplishing what is required from their curriculum. The main objective of this study is to examine teachers' perceptions toward teaching mathematics using digital learning tools in Cycle 2 and Cycle 3. Data was collected from (n= 114) mathematics teachers in Abu Dhabi City, UAE, during the spring semester of the 2023 academic year. A descriptive quantitative design was used to gather data using a 5-point Likert scale questionnaire. The results showed that the respondents were open to integrating digital technology into their teaching while also being cautious regarding the increased workload due to the integration. Moreover, results show greater positivity toward digital tools among teachers with higher levels of education in a UAE sample population. All teachers must successfully train to integrate digital tools with knowledge pedagogy. This approach is consistent with the tenets of TPCK, which emphasizes knowledge and understanding for successfully integrating digital tools into conventional teaching. The study contributes to the knowledge of educational systems and curriculum planners regarding integrating digital technology in mathematics teaching and learning. It bridges the gap in mathematics teaching in a growing digital world.

Keywords: E-Learning, Digital Learning, Digital Tools, Online Learning, Blended Learning, ICT