

MathifyMe is the acronym of the project *Making maths more accessible using Game-based learning to create a more inclusive and less stressful environment in the learning of maths*, which is a three-year Erasmus+ project, started on 1 November 2024.

MathifyMe Mid-Term Meeting in Pori, Finland

The MathifyMe project partners gathered in Pori, Finland, on 20–22 May 2026 for the project's Mid-Term Meeting, hosted by Satakunta University of Applied Sciences (SAMK).



The three-day meeting brought together the international project team to review progress, work on the next phases of the project, and strengthen collaboration across the partnership. The programme began at the SAMK campus with a welcome session and campus tour, followed by an experiential afternoon at the Peliselli Experience Lab. The visit provided an opportunity to explore SAMK's experimental learning and technology environment and to share experiences in an informal setting. The second day focused on the progress of the **MathifyMe** project and its work packages. Partners reviewed ongoing activities, discussed current issues and upcoming tasks, and took part in a hands-on session dedicated to the development of the **MathifyMe** Digital Game. The team had the opportunity to explore and test the current game version and discuss its further development together. The final day included a working session focusing on WP4 and the next steps in developing the project's teacher-focused activities and resources. In addition to the working sessions, the meeting offered plenty of opportunities for informal exchange and team building. The partners enjoyed outdoor activities in Pori's

Kirjuri Park, followed by an evening at Rauha Sauna, where the bravest members also took the opportunity to go for a swim. The programme included a visit to the UNESCO World Heritage Site of Old Rauma.

The Mid-Term Meeting marked an important point in the project, providing an opportunity to reflect on the work completed so far and to align the partnership around the next stages of game development, teacher professional development, piloting, and dissemination.

Beyond the Mid-Term Meeting, there were many valuable opportunities to present MathifyMe, share project results, and gather feedback from the mathematics education community.



MathifyMe Presented at CSS Research Forum

MathifyMe was presented at the CSS Research Forum 2026, held in Kokkola, Finland, on 14–15 April. The annual research forum brings together researchers and experts from Centria University of Applied Sciences, SAMK, and Seinäjoki University of Applied Sciences (SeAMK) to share research and development activities. **Jenni Huhtasalo** from SAMK presented the **MathifyMe** work titled *Designing Player Experience Goals to Support Learners in a Digital Game about Mathematics Anxiety*. The presentation focused on how the **MathifyMe** Digital Game can intentionally support positive player experiences while responding to the challenges associated with mathematics anxiety. Rather than focusing only on mathematics content, the work highlights the importance of considering how learners experience learning while playing. Player experience goals can help guide game design towards experiences that support engagement, confidence, persistence, and a safer approach to mathematical challenges. The work was published in the *CSS Research Forum 2026* proceedings and was developed collaboratively by **MathifyMe** researchers from several partner countries.

MathifyMe on the Conference Circuit

The AUAS team presented the results of a **MathifyMe** playtest session at the *Dutch Conference on Mathematics Education Research 2026*, held in Amsterdam on 24 June 2026. The presentation highlighted the key findings and critical implementation issues, and discussed their implications for the game's further design.



Meanwhile, UNIOS introduced the **MathifyMe** project and game at *Innovative Teaching of Mathematics*, a national conference for mathematics teachers held in Osijek, Croatia, on 27–28 August 2026. Around 20 teachers had the chance to try the game for themselves. The session began with an introduction to the key principles behind the game's design, after which



participants played the game and then joined a discussion about its strengths, possible limitations, and the different ways it could be used in the classroom. The event was a great opportunity to exchange ideas, gather valuable feedback, and explore how **MathifyMe** can support engaging and innovative mathematics teaching.

Designing the MathifyMe Teacher Professional Development Programme

A key milestone in the **MathifyMe** project has been the development of a report providing the rationale for the project's teacher professional development (TPD) programme. The report, which is part of WP4, informs the design of a programme that will prepare primary and middle school mathematics teachers to use the **MathifyMe** digital game to support mathematics teaching and help prevent and reduce mathematics anxiety (MA). The report begins by considering the professional learning needs associated with MA and the implementation of **MathifyMe**. An important part of the report is the consideration of the five participating national contexts – Croatia, Finland, Malta, the Netherlands and Portugal. The analysis highlights differences in educational systems and existing professional development provision, while also identifying common expectations. Across the partner countries, teachers value professional learning that is practical, focused on specific needs, adaptable to local contexts, collaborative and closely connected to classroom practice. The report also draws on evidence concerning effective teacher professional development to identify key principles for the **MathifyMe** programme. These include a focus on collaboration, practice-based learning, reflection, sustained professional learning and ongoing support. These principles are reflected in the proposed TPD structure, which moves from developing awareness of mathematics anxiety and experiencing the game to classroom implementation, reflection, student feedback and sharing of practice. The completed report will now be shared with the **MathifyMe** partners for review and discussion. Their feedback will help refine the TPD programme and ensure that it is both coherent across the project and responsive to the needs of teachers in the different participating countries.

Keep Our Project Progress on Track

All information, news, activities, and, project outputs, when prepared, will be freely available on the project website: <https://mathifyme.eu>