Newsletter

November 1st, 2025

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.

Understanding Mathematics Anxiety: What Students, Teachers, and Parents Say

As part of the project, our international team explored how mathematics anxiety (MA) affects students, teachers, and families. Through questionnaires and interviews across five countries (Croatia, Finland, the Netherlands, Malta, Portugal), we gathered valuable insights from more than 700 participants that will guide the design of a new digital learning game to make math more enjoyable and less stressful.

Students described **mixed emotions toward mathematics** — from excitement to nervousness — especially during tests or difficult tasks. Teachers observed emotional, cognitive, and physical signs of anxiety in their students and often used encouragement, step-by-step guidance, and real-life examples to help. However, nearly **70% reported having no structured school-wide strategy** for addressing math anxiety. **Parents** noticed frustration and avoidance at home and emphasized the importance of encouragement, calm learning environments, and collaboration with schools.

The next phase of MathifyMe will focus on developing the MathifyMe Digital Game and a teacher training program to promote positive, confidence-building approaches to math learning.

MathifyMe presented at ECGBL 2025 Conference in Levanger

The MathifyMe research team from Satakunta University of Applied Sciences (SAMK) participated in the European Conference on Game-Based Learning (ECGBL 2025), held in Levanger, Norway, in October. The team presented the paper titled "*Needs Analysis to Define a Digital Learning Game Aimed at Coping with Mathematics Anxiety*."

The presentation focused on the needs analysis phase of the MathifyMe project, which examined the perspectives of students, teachers, and parents on mathematics anxiety and strategies to alleviate it through a digital learning game. Findings revealed that mathematics anxiety is a widely recognized challenge, and both teachers and parents view digital games as a valuable complement to traditional teaching methods. The study identified several key design principles for the game, including storytelling, personalized feedback, emotional regulation support, and adaptive difficulty.

During the conference, the SAMK team also met with other MathifyMe project partners from across Europe, further strengthening collaboration and exchanging ideas on the next phases of project development.

The ECGBL is one of Europe's leading academic conferences on game-based learning, bringing together researchers, educators, and developers from around the world to share cutting-edge research and best practices in the use of games to enhance learning.

MathifyMe presented at the Education Meets Research Conference by AUAS team

The "Education Meets Research" conference, held annually in the Netherlands, focused this year on the theme *"Math Attitude and Math Anxiety"*—a topic that aligns perfectly with the objectives of the MathifyMe project.

The Amsterdam University of Applied Sciences (AUAS) team was invited to present the project through an interactive workshop titled "*Insights and Practical Strategies from the MathifyMe Project*." During the session, the team introduced the project and shared findings from the needs analysis conducted in the Netherlands.

Participants discussed two student cases, exploring how game-based learning approaches can be used by teachers to support students experiencing math anxiety. Throughout the workshop, participants actively contributed their own classroom experiences, fostering meaningful dialogue and reflection.

The session concluded with practical takeaways for teachers aimed at promoting positive mathematical attitudes and reducing math anxiety in their classrooms.All conference presentations, including the AUAS session, are available at nvvw.nl/onderwijs-meets-onderzoek/omo-abstracts.

MathifyMe Project Activities with UNIOS

Students from Primary School Dobriša Cesarić visited the School of Applied Mathematics and Informatics, University of Osijek (UNIOS), where they explored how familiar board games can be transformed into mathematical learning experiences. Together with preservice mathematics teachers, they played redesigned games that encouraged logical thinking, problem-solving, and collaboration.

Following the activities, the students participated in an open discussion on mathematics anxiety and how it can affect mathematical performance. Both students and preservice teachers were also introduced to the digital game currently being developed within the MathifyMe project, aimed at helping learners recognize and reduce symptoms of math anxiety.

In a separate event organized for the Regional Council of Mathematics Teachers in Croatia, teachers engaged in a board game focused on proportional reasoning. During the session, they were asked to record their emotions while playing a game that had not been fully explained — an intentional design to simulate the feelings of uncertainty and anxiety that students often experience when faced with challenging mathematical tasks.

The session concluded with a presentation of the MathifyMe project, highlighting its main objectives, innovative tools, and expected outcomes in supporting teachers and students to address mathematics anxiety through engaging, game-based learning approaches.

MathifyMe Project Presented at the University of Malta

The University of Malta featured the MathifyMe project in its Faculty of Education (FoE) Newsletter, introducing it to research academics and teaching staff, including both full-time and part-time members. The presentation highlighted the project's goals, innovative digital tools, and research-based approach to addressing mathematics anxiety through engaging, game-based learning.

This initiative helped raise awareness among the Faculty of Education community about the project's ongoing development and its potential to support both teachers and learners in fostering positive attitudes toward mathematics.


FoE news
L-Università ta' Malta Faculty of Education

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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

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