

# Chapter 4

## The Reality of Employing the Microsoft Application Teams in Learning Mathematics Remotely During the COVID-19 Pandemic in Palestine

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### ABSTRACT

*This study aimed to investigate the reality of using the Microsoft application Teams in learning mathematics remotely during the COVID-19 pandemic in the governorates of northern Palestine. To achieve the objectives of this study, the researchers used the mixed (quantitative and qualitative) approach, where a questionnaire was designed, consisting of 27 items. To collect information about the reality of employing the Microsoft Teams application from the study sample, which included 1035 male and*

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*female students, from the two primary and secondary stages in Palestine, interviews were conducted with 27 teachers of mathematics working in the Ministry of Education. The results showed that using Microsoft Teams in distance learning mathematics, during the COVID-19 pandemic in the governorates of northern Palestine, was significantly high. In general, the results also showed no statistically significant differences due to the place of residence. At the same time, there were statistically significant differences due to the two variables: gender and school stage.*

## **INTRODUCTION**

COVID-19 was a pandemic that affected many countries around the world. It made social distance a must because regular classrooms became a health hazard for students and teachers. It led to a general international trend toward using the Internet in school and university education during the pandemic in early 2020 AD (Daher et al., 2021).

Crises and conflicts are significant roadblocks to meeting global education goals, the most important of which is the right of students to keep going to school and meet the needs of different levels of students. The plan to fight and stop the COVID-19 pandemic in many different countries used social distance measures, curfews, and the closure of cities, schools, and universities. As part of a plan for an emergency, they think that learning and education services will not be interrupted during the pandemic. We do not know how long the crisis will last or what will happen in the end (Affouneh et al., 2021).

Distance learning has become the most common learning method during the COVID-19 pandemic. Due to the lack of experience with the method of distance learning and the lack of money in many countries around the world, there is a need to pay attention to different types of students (from the kindergarten stage children until the end of secondary education), bridge the gap between students by teaching them how to use Internet applications and providing them with all the materials they need. It may help students be more involved in the class, push them to work harder, be more active, and avoid adverse effects of the change. Sudden education, which includes school dropout, learner isolation, lack of interaction and participation in digital lessons, and the problem of unequal educational opportunities, is a big trend now (Zuo et al., 2021).

As a result of the COVID-19 pandemic, families have had to fork up substantial sums of cash to provide their children access to quality educational materials and extracurricular experiences. In order to narrow the education gap, low-income

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