

Abstract: The dissertation thesis investigates students' and teachers' attitudes towards using tablets in mathematics lessons at the lower-secondary level. The study analyzes how the attitudes change during a one-year implementation of tablets. The research conducted within the dissertation includes two studies, in each of which three questionnaires were distributed among students and teachers at several middle schools in the USA; specifically, the author's questionnaires, the TPACK and TAM questionnaires were applied in the research. Data from the questionnaires were supplemented with interviews and observations of lessons. In addition, the obtained data were analyzed using a combination of statistical methods and a qualitative analysis. The research shows what students and teachers like or dislike about using tablets in mathematics classes and shows factors that influence students' and teachers' attitudes towards using tablets. The results of the research reveal that during the school year there was a negative shift in students' attitudes towards the integration of tablets into mathematics classes. However, despite this negative shift in attitudes, 74 % of students wanted to continue using tablets in mathematics classes. Teachers' attitudes to the integration of tablets into mathematics classes also decreased or stagnated during the school year. Lastly, the data analysis detected the presence of a correlation between the teachers' attitudes and the students' attitudes towards tablets.