A case study of how learners apply a Grade 10 study skills module in a mathematics class

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Abstract
A qualitative case study was used to investigate how learners apply a study skills guide during the teaching of mathematics content in a Grade 10 class. A great amount of research and money is continually spent focusing on improving mathematics performance throughout the world. Performance of our learners in South Africa is of concern to the government as well as educators. Researchers agree that many learners lack effective study skills, which is the reason for their poor performance in mathematics. This study intended to infuse study skills in mathematics lessons as an intervention. The study skills intervention sessions were done over a period of 6 weeks. These study skills were infused in topics of the mathematics curriculum which was done in the previous quarter of the school program. Data was collected through interviews, journal entries and a questionnaire. The interviews were done before study skills instruction while the questionnaire was administered after completion of the sessions. Journal entries were completed during the 6 week instruction period by learners. It was found that some learners used the study guide as intended whilst others did not. Furthermore there was improvement in learners’ scores for the topics focused on at the end of the study compared to the scores for similar topics in a school-based test written about two months before the intervention. It is concluded that the infusion of study skills in lessons has the potential for improving achievement in high-stakes mathematics examinations.

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