

ABSTRACT

Using ICT and Best Practices in Teaching Mathematics to Improve Problem Solving (sic) Skills in a Suburban Tobago Primary School

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This study explored the major mathematical skills and cognitive abilities that caused difficulties in mathematics learning among students at a primary school in Tobago. It also investigated whether the use of information and communication technology (ICT) and other best practices facilitated the development of problem-solving skills in the mathematics classroom. Data were collected through interviews with five teachers and questionnaires administered to 25 students of the school. Other data were obtained through observations of the students, who were exposed to an intervention comprising a series of problem-solving activities. The finding revealed that: 1) mathematics learning could be made more enjoyable through the incorporation of games and technology into traditional modes of instruction, and 2) some improvement in problem-solving abilities after the intervention.

Keywords: Case studies; Action research; Information and communication technology; Problem-based learning; Primary school mathematics; Mathematics education, Mathematics teachers; Primary school teachers; Teacher attitudes; Primary school students; Student attitudes; Tobago; Trinidad and Tobago