

In-service High School Teachers' Experiences On Blended Teaching Approach Of Mathematics

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Abstract : Fourth Industrial Revolution (4IR)-era teaching offers in-service mathematics teachers opportunities to use blended approaches to engage learners while teaching mathematics. This study explores in-service high school teachers' experiences with a blended teaching approach to mathematics. This qualitative case study involved eight pre-service teachers from four selected schools in the Sedibeng West District of the Gauteng Province. The study used the community of inquiry model as its analytical framework for data analysis. Data collection was through semi-structured interviews and focus-group discussions to explore in-service teachers' experiences with the influence of blended teaching (BT) on learning mathematics. The study results are the impact of load-shedding, benefits of BT, and perceptions of in-service and hindrances of BT. Based on these findings, the study recommends that further research should focus on developing data-free BT tools to assist during load-shedding, regardless of location.

Keywords : blended teaching, teachers, in-service, and mathematics

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