Study process for mathematics: Disjointed or embedded?

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Are our students underprepared or is our institution unprepared for the students that enter higher education? Do students have the necessary skills to cope with the demands of tertiary studies? Are the needed competencies offered in a disjointed or an embedded manner? These are important questions when we consider mathematics pass rates, particularly in South Africa with our huge shortage of qualified teachers. Lecturers are challenged to embed skills development in the classroom and thereby offer students learning development opportunities.

The collaboration between a Student Academic Developer and mathematics lecturer led to integrating study strategies into the mathematics classroom. Students were offered a generic Study Process workshop, the study strategies were then adapted and applied to studying mathematics. Action research methodology was used and students wrote reflective journals on how they studied mathematics in the past and how they study mathematics now. These reflections, together with regular meetings between the researcher, a Student Academic Developer, and the mathematics lecturer resulted in a study process model for Mathematics.

In this presentation the research process that was followed, as well as some of the results, will be shared.