

Pedagogical Practices in Integration of ICT in Teaching and Learning Mathematics, in Secondary Schools in Nairobi County, Kenya.

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Abstract

This presentation is based on a large study whose purpose was to explore the pedagogical practices in integration of ICT in teaching and learning mathematics in secondary schools in Nairobi County. The study adopted a descriptive survey design. Three instruments questionnaires', a structured interview schedule and an observation checklist were used to collect data. The study was carried out in twelve public secondary schools in Nairobi County. Data was analysed using descriptive statistics. Findings from the study indicated that, there were low levels of ICT integration, Mathematics teachers were not well prepared to integrate ICT in teaching Mathematics. Findings from the study indicated that, teachers face major challenges such as the expectation to, develop their technological skills and knowledge as well as use ICTs in their teaching, without support leading to low levels of ICT integration in teaching and learning Mathematics. And this is the main limitation in integrating technology in their teaching inspite of the enthusiasm. This study recommends that teachers be supported to integrate technology in teaching mathematics and to increase access to technology opportunities to learn. To increase use of technology the study recommends intensive training of use of technology during pre-service course besides the in-service.

Keywords: ICT, Mathematics, Pedagogical practices, teaching mathematics and learning mathematics.

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