

U-CAN-DO

KWANKUSA TRIGONOMETRY INTERVENTION WORKSHOP

12 October to 26 October
2019

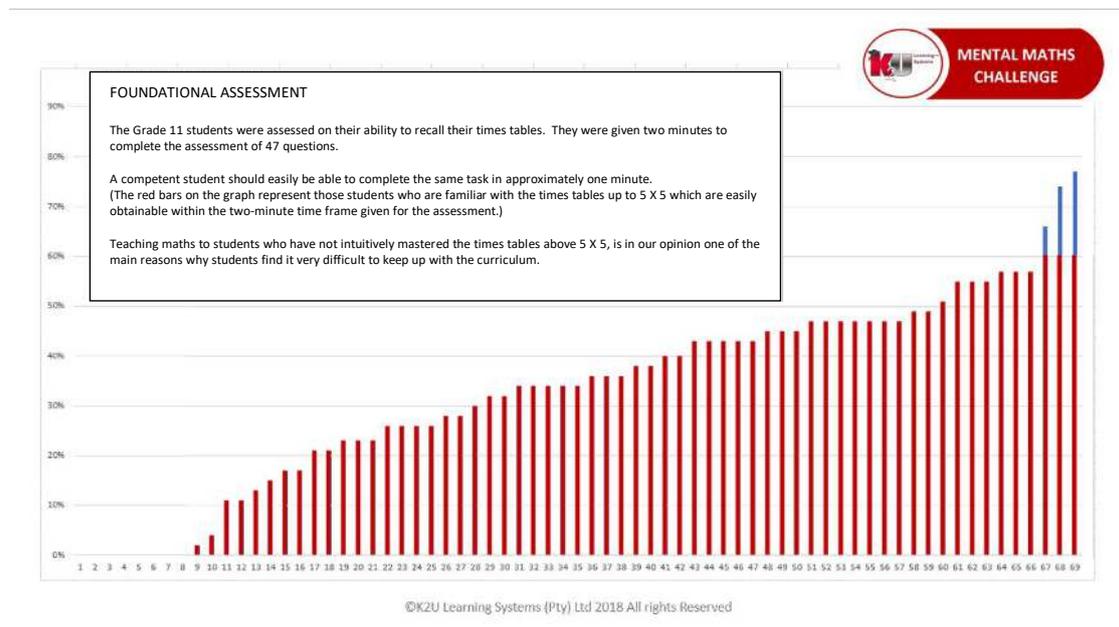
Case Study

80 Grade 11 Mathematic Students attended a 3-part intervention program on Trigonometry, 3 Saturdays in a row from 12 to 19 October 2019. The Trigonometry Intervention Program ran from 9h00 to 2h30 with half an hour lunch break at 12h00.

Founder of K2U Learning Systems, Greg Shapiro, was requested by **Lighbron e-Learning Systems** to facilitate the program in the hope that we would be able to assist the students increase their marks in their upcoming exams.

12 October 2019

Students were assessed on their basic competency in the fundamental skills required for high school mathematics. The results as can be seen in the Graph below show the lack of fundamentals in the student's mental maths tool kit.

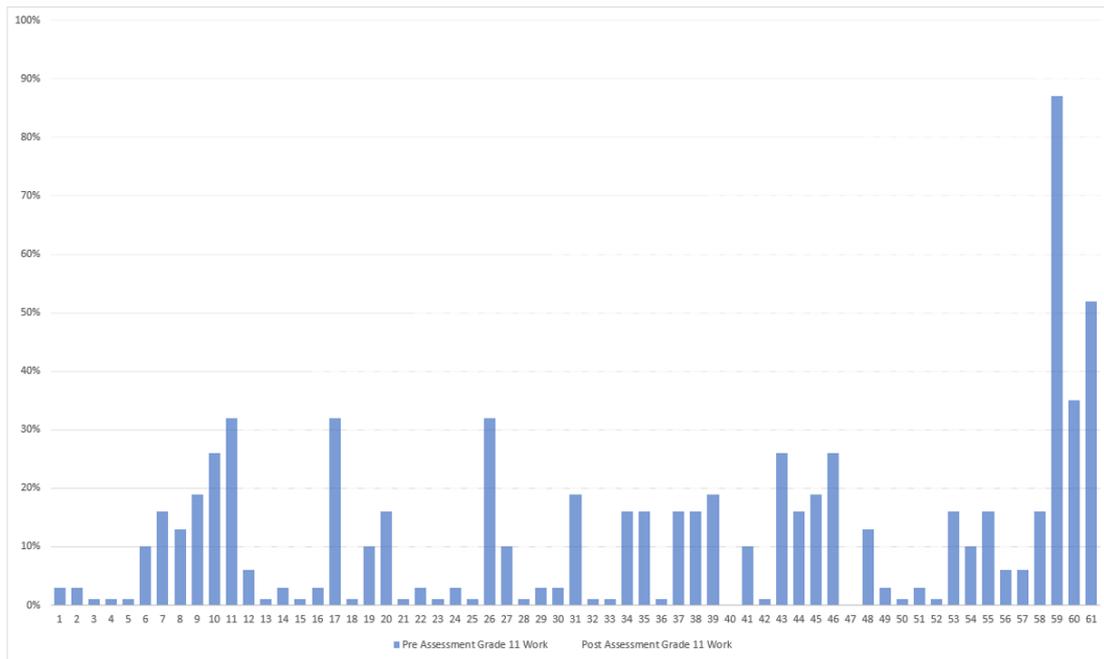


Thereafter the students were taught the fundamentals of Grade 10 Trigonometry for the rest of the day.

Short video recordings were sent via WhatsApp to many of the students who had the ability to receive videos summarising the lesson.

19 October 2019

Students were assessed on their Grade 11 competency. The graph below indicates the severe lack of competency in these skills.



With such an obvious gap in the knowledge and skill of this section of maths, the focus was put onto teaching the key elements of the grade 11 curriculum that could help them achieve higher marks in their up-coming exams.

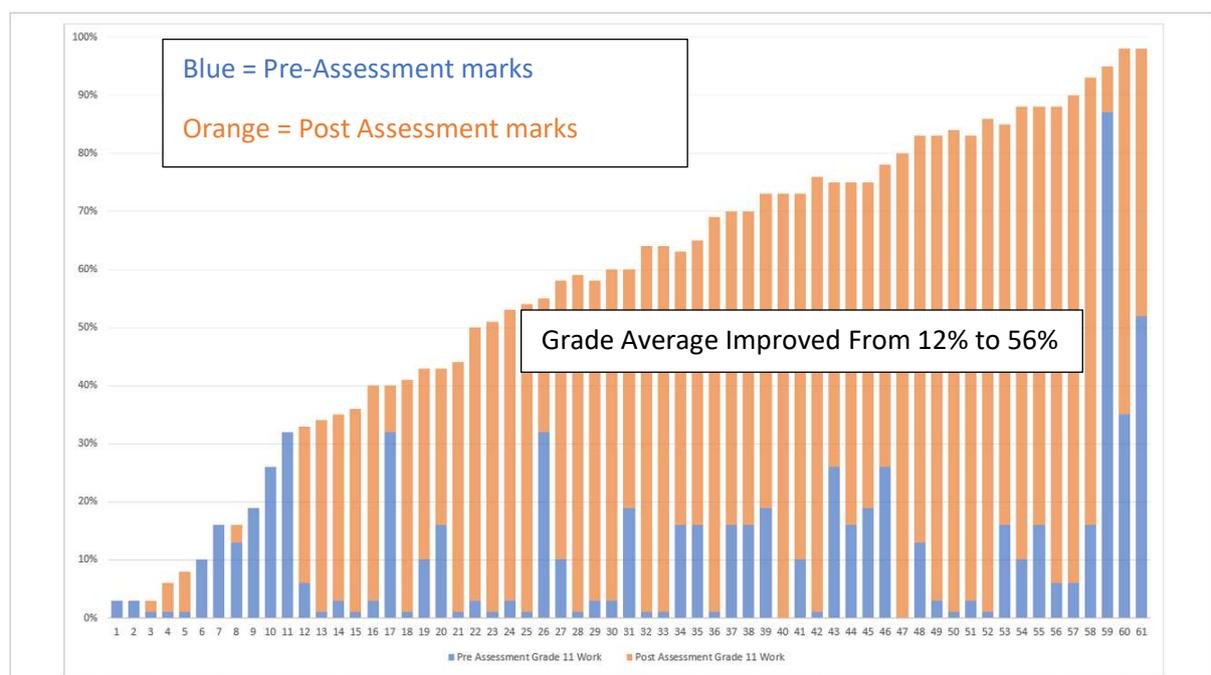
Further video clips were sent out during the week to help the students master the key concepts taught in the lesson

26 October 2019

Students were once again taught the Grade 11 basics of Trigonometry from 9h00 to 12h00.

After lunch break they were given a second assessment to complete.

The graph below revealed the most amazing results. What became most obvious is that the majority of these students really applied themselves and were extremely appreciative of the intervention given.



Conclusion

If these gains are achievable in such a short space of time, concerned citizens of this country should involve themselves in any possible way, to ensure that every student receives the instruction they need to capitalise on their intellectual and academic potential.

This case studies proves beyond any reasonable doubt that:

1. Irrelevant of background or previously disadvantage situations, most students can do much better at maths than they are if given the proper resources and intervention
2. There is a real practical method to help solve the maths crisis in our country
3. It's time that the mystery of mathematics is removed from the minds of all and that our teachers are given the correct tools and instruction on how to teach in such a way that the majority of our students would be able to comprehend the subject.

