

Chapter 3

Globalization of Teaching Strategies in Mathematics Education in Nigeria

Oye Akinoso
University of Lagos, Nigeria

ABSTRACT

In the Nigerian system of education, there is need for introducing modern technology of learning mathematics so as to ease the learning of mathematics and allow students to learn anywhere. In other to suit the features globalization, Edmodo, which is one of the learning management system packages, was considered in this study. In Edmodo class, normal teaching processes can be carried out such as teaching, immediate response from students, classwork and assignment, marking and grading, while both students and parents have access to the score of the students. In this study, emphasis is being placed on integration, benefits, and how to use Edmodo in teaching and learning of mathematics. The study concluded that the use of different technological packages in teaching will extend learning of mathematics from the four walls of the classroom to learning outside the classroom, which allows students to learn anywhere and at any time.

DOI: 10.4018/978-1-5225-6158-3.ch003

INTRODUCTION

The teaching and learning of mathematics should not be limited to classroom practice alone. Learning of mathematics required regular practice, but the students hardly give it time apart from the knowledge gained in classroom. In order to encourage students in providing adequate time of study for mathematics, the introduction of motivational way of having the subject very close to the students is necessary, so as to have free movement of information that can be accessed any time anywhere. Then, the teaching strategy adopts in teaching the subject should be the one accepted or recognized all over the world.

Globalization is the free movement of goods, services and people across the world in a seamless and integrated manner. It is a situation in which goods and services, or social and cultural influences gradually become similar in all parts of the world. It implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of capital, goods and services across national frontiers. Globalization is also a process of making something generally accepted all over the world. It has unified entire world into small village with common socio-economic, political, cultural and educational system (Wokocha, 2011). The processes of globalization have linked education to technological and economic development, so technology has been the other principal driver of globalization.

Mobile learning applications are used today among students and educators all over the world. Example of mobile devices include smart phones, PDAs and tablets, they can be used to benefit students' learning in or out of the classroom. According to Udofa and Udo (2013), the discovery of computer and internet has made globalization possible, so, the nature of teaching and learning is changing from traditional learning to electronic method. Wokocha (2011) emphasizes that, mathematics plays important role in the school curriculum in every country. It is a means of access to other courses thereby helping to develop many professionals. Cabillan (2011) suggests that there is need to shift the culture of mathematics learning to suit the features globalization. To suit the features of learning, Learning Management System must be put into consideration.

7 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/globalization-of-teaching-strategies-in-mathematics-education-in-nigeria/208767

Related Content

Measuring the Constructs That Influence Student and Lecturer Acceptance of an E-Library in Accra Technical University, Ghana

Nana Yaw Asabere, Amevi Acakpovi, Joseph Agyiri, Michael Clifford Awuku, Michael Aidoo Sakyi and Dennis Amanor Teyewayo (2021). *International Journal of Online Pedagogy and Course Design* (pp. 53-72).

www.irma-international.org/article/measuring-the-constructs-that-influence-student-and-lecturer-acceptance-of-an-e-library-in-accra-technical-university-ghana/266395

Empowering Instructors and Learners by Integrating UDL in Online PD and Teaching Practices

Amanda Bastoni, Sarah R. Goldammer, Tara Schwab and Erin Vobornik (2024). *Unlocking Learning Potential With Universal Design in Online Learning Environments* (pp. 73-97).

www.irma-international.org/chapter/empowering-instructors-and-learners-by-integrating-udl-in-online-pd-and-teaching-practices/342190

Implementing Service-Learning Through an Online Graduate Course in Instructional Design

Jesús H. Trespalacios, Tera Armstrong and Cynthia Goodwill (2017). *International Journal of Online Pedagogy and Course Design* (pp. 65-79).

www.irma-international.org/article/implementing-service-learning-through-an-online-graduate-course-in-instructional-design/187238

Motivators of Student Contribution in Peer-Facilitated Online Discussion Environments: Additional Findings from Three Case Studies

Hew Khe Foon (2015). *International Journal of Online Pedagogy and Course Design* (pp. 45-57).

www.irma-international.org/article/motivators-of-student-contribution-in-peer-facilitated-online-discussion-environments/120664

Designing for Distance Learning: Analyzing the Process of Redesigning Online Courses Using the Three Pillars Method

Mapopa William Sanga and Sherri L. Brogdon (2021). *International Journal of Online Pedagogy and Course Design* (pp. 62-72).

www.irma-international.org/article/designing-for-distance-learning/274321