

COLLABORATION: A COLLECTIVE BARGAIN FOR EFFECTIVE MATHEMATICS CLASSROOM PRACTICE IN NIGERIAN SECONDARY SCHOOLS

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ABSTRACT

The world today had identified the importance of collaboration in finding solutions to individual, societal and global problems. Also associations and clubs are being formed annually in order to tackle common problems. However mathematics classrooms especially in Nigeria are still concentrating on teacher centered learning where mathematics teachers claim the monopoly of knowledge and their students' the recipients of such knowledge. This paper sought to look at collaboration as an effective tool for mathematics classroom practice. Four inservice mathematics teachers from the Abubakar Tafawa Balewa University, Bauchi participated in a collaborative action research project as part of their final year undergraduate research work. They taught mathematics in one secondary school for a period of nine weeks. Six students willingly submitted themselves to three focus group discussions on the effectiveness of the new mathematics classroom setting created by the mathematics teachers. The mathematics teachers also held three reflection meetings after each of the three cycles to review the progress of their project. This research reports on the collaborative aspect of the study, focusing on the perception of the students. The result reveals a positive influence in students' participation in the mathematics classroom, as they were able to collaborate and shared ideas with one another through problems solving exercises. The findings of the study also reveal that replacement of teacher-focused practice with a student-centered approach facilitated collaborative mathematics classroom practice with students leading the class and hence taking charge of their learning.

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