A Comparative analysis of rural and urban students' performance in an Interactive Mathematics supported classroom

Innocente Uwineza and Alphonse Uworwabayeho
University of Rwanda, Rwanda.

Performance in education is a key characteristic of effective teaching and learning SBS and a criteria which is mostly used to classify schools from the best to the least. However, it depends on different factors including teaching resources and facilities. The current educational era is promoting the use of ICT in education as an instructional material with the purpose to raise the quality of education. After adopting the Competence Based Curriculum (CBC) which is now under its early implementation phase, the Rwandan education system is now seeking to find all the means to maximize the benefits of CBC to education. The development of the Interactive Mathematics (1M) content software for Rwanda is in this regard expected to bring the effectiveness of teaching and learning of mathematics in basic education by making mathematics enjoyable and accessible to children. After the testing of 1M in a bootcamp setting that had shown the 1M software potentiality to influence student's motivation and performance, it had been necessary to analyse the situation in a real class setting. This paper provide the results of pre-test, post-test and comparison tests conducted in primary schools of rural and urban areas.

Keywords: students' performance; Interactive Mathematics; Competence based