



Modular Math Curriculum Adoption Among Urban Youth in Accra: An Action Research Study

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Abstract

Modular math curricula are designed to enhance student engagement by breaking down complex topics into manageable segments. This study examines the adoption of such a curriculum among urban youth in Accra, Ghana. A mixed-method approach was employed, combining pre- and post-curriculum assessments ($n = 120$ students) with qualitative interviews of teachers and a focus group discussion with students to identify perceived barriers. Students showed an average improvement of 15% in math test scores after the implementation of the modular curriculum, though there was variability across different teaching methods used by teachers. The modular approach proved effective for enhancing student engagement but required tailored instructional strategies to maximise impact and address teacher resistance. Teachers should be provided with additional training on how to effectively implement a modular math curriculum. Schools should also consider incorporating formative assessments to monitor progress more closely.

Keywords: Postcolonial, Urbanization, Community-Based, Participatory, Ethnography, Inquiry, Reflection

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