

Balancing of Cognitive Abilities: A Challenge to Quality in Mathematical Achievement

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ABSTRACT In this paper, as a case study, the researcher looks at the performance of one mathematics module offered through Open distance learning (ODL) to student-teachers. The student-teachers' examination results for the past four years were analyzed and the set examination as well as performance for the year 2011 were analyzed in the six levels of the Bloom's taxonomy of the cognitive domain. The findings showed that the set paper reflected lower levels of the cognitive domain and the average performance in the past years was generally good. The findings also indicated that most students performed well in the lower levels indicating that they had not achieved adequate knowledge in higher levels important for critical thinking and problem solving. It was concluded that lower levels in the set examination and the poor performance in higher levels did not reflect quality in the module offered.