

**Improving Mathematics Learning and Teaching through Syllabus
Change in a South African University Campus: ICT Leverage****Promise Tshepiso Molale and Solly Matshonisa Seeletse***Department of Statistics and Operations Research, Sefako Makgatho Health Sciences
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ABSTRACT This paper presents the investigated effect of curriculum change on student performance in first-year Mathematics (Math-1) modules at the Medunsa Campus of the University of Limpopo, South Africa. The change increased the syllabus scope intensely. However, when student examination marks in the old modules were compared with those of other students in the new modules, the latter showed improvements in average marks. However, larger variances were indicated, which is diverse performance. Exploration as to why higher performance was achieved showed that speed in lecturer facilitation and student practice by using technology was one reason. It was then left to improve uniformity in performance, which was thus recommended by the study.