

Exploring the Use of WhatsApp in Mathematics Learning: A Case Study

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ABSTRACT This study reports on the use of the WhatsApp instant messaging as a resource for learning mathematics. WhatsApp is a smartphone messenger that employs the users' existing Internet data plan to connect the user to their learning community. This interpretive study employed a mixed method design. The participants for this study were 75 pre-service mathematics teachers enrolled for the Mathematics 110 module in one university in KwaZulu-Natal, South Africa. The data generated was analyzed using Activity Theory as a framework. The findings of the research suggest that the use of the WhatsApp instant messaging may assist students in learning mathematics. The use of WhatsApp instant messaging as a tool fostered a social constructivist environment for mathematical learning. This environment supported students in improving their performance in mathematics. Thus, within the domain of sustainable learning, this educational attainment is possible by designing and monitoring the e-learning milieu effectively.