

AN INVESTIGATION OF MIDDLE SCHOOL STUDENTS' PROBLEM POSING ON GEOMETRY

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Abstract

The aim of this study is to investigate the geometry problem posing studies of middle school students. The research was conducted by adopting the scanning model. Qualitative research method was used in collecting, analyzing and interpreting data. In order to collect the data of the study, problem posing activities were prepared in which some problem situations were formed separately from middle school geometry subjects according to grade levels and students were asked to establish problems according to these situations. After the activities were prepared, five students were read and was confirmed that the students understand the questions. The expert opinion was used on the scope and appearance validity of the problem posing situations. The study was carried out with 160 students including; 5th, 6th, 7th and 8th grade students in 14 different middle schools in Kucukcekmece, Istanbul. In the analysis of the data, the classification scheme of the problems of Turnuklu, Ergin and Aydogdu (2017) was used. According to the findings obtained in the study, it was determined that middle school students had difficulty in posing geometry problem and about half of the students could not pose mathematically enough problems. As a result, it is recommended to increase the problem posing activities in mathematics lessons.

Keywords: Problem posing, geometry, middle school.