

THE ANALYSIS OF MATHEMATICS TEACHER CANDIDATES' WORKS ON CREATING "EXAMPLE, EXERCISE AND PROBLEM ITEMS"

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Abstract

"Example, exercise and problem" are three terms that are used frequently in mathematics education and also they are sometimes confused with each other. "Example" can be defined as a kind of representation/application used to give/teach concepts. "Exercise" is a routine and not very complicated practice item used to improve and reinforce students' learning and abilities. "Problem" on the other hand, is a non-trivial, hard to solve and open-ended question that requires better thinking, search, reasoning and focused effort. We think it is important that teacher candidates should understand and realize the meaning and best use of these terms and then use them properly in their future career. With this motivation, in this study which used documentary research method as a qualitative research desing, we asked elementary mathematics teacher candidates (n=41) to write example, exercise and problem sentences according to 6th grade attainment levels. We then analyzed their sentences whether they have the properties of example, exercise or problem. Then the findings were presented with sample sentences and the difficulties candidates experienced.

Key Words: Mathematics Education, Example, Exercise, Problem, Problem Posing.