

9th GRADE GIFTED STUDENTS' GEOMETRY PROBLEM-SOLVING STRATEGIES

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Abstract

In this study, the problem solving strategies the 9th grade gifted students followed in geometry classes and if these strategies differed according to Van Hiele geometrical thinking levels were investigated. The study was carried out with the participation of 27 students of 9th grade attending Buca İncir Özer Tırnaklı Science High School in 2013-2014 Academic Year. According to research results, while the most widely used strategies by students who at Informal Deduction are simplifying the problem, making a drawing and use variable. The least used strategy is acting out the problem. While the most widely used strategies by students who at Deduction are making a drawing, using known information, use variable and solving a simpler analogous problem. The least used strategies are intelligent guessing and testing, summarizing the problem and acting out the problem. While the most widely used strategies by students who at Top Level are simplifying the problem, making a drawing, using known information and use variable. The least used strategy is acting out the problem.

Keywords: Geometry, gifted students, problem solving, problem solving strategies.