

EVALUATION OF 5TH GRADE MATHEMATICS TEXTBOOK OF MoNE ACCORDING TO TEACHERS' OPINIONS

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Abstract

This study is a qualitative one carried out in screening model aiming to evaluate 5th grade mathematics text book prepared by MoNE according to renewed curriculum. The study group was consisted of 25 mathematics teachers randomly selected and having different demographical features and teaching 5th graders. Through the semi-structured interview form where open-ended questions are included, data was collected and examined through categorical analysis method. According to acquired data, teachers think 5th grade mathematics textbook as a tool reflecting revised curriculum. They stated that book has a clear printing quality but not enough in content and evaluation. Rate and purpose of book usage change according to teachers' experience. Most of teachers stated need for another source. Teachers want textbooks have plenty of interactive sections equipped with different stimuli. They also think inclusion of questions and expressions appropriate to examination system would be effective in increasing quality and usage of textbooks.

Keywords: Curriculum, mathematics, text book, teacher opinion.