

INVESTIGATION SIXTH GRADE STUDENTS' SKILLS OF POSING PROBLEMS RELATED TO UNITS OF LENGTH MEASUREMENT

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Abstract

Problem posing, seen as an important strategy for the development of the mathematical understanding of students, is described as a process based on individuals' mathematical experiences, involving formation of meaningful mathematical problems by adding their personal interpretation of concrete situations. This process should be considered in a comprehensive way that allows for the design and creation of a wide variety of problem situations and establishing relationship between problem solving and problem posing. In this research, sixth grade students' skills to pose problems of units of length measurement was investigated. The research was conducted in case study design from qualitative research methods. Open-ended problem posing activities were given to 18 sixth grade students in a secondary school located in the province of Ipekyolu in Van province. The problems that students posed were examined and evaluated in accordance with the problem posing evaluation criteria. Problems were evaluated according to the criteria of relevance for purpose, language and expression, and relevance for real life. Findings were presented with some samples from student products. As a result of the research, it was found that the students did not have any problem posing experience, had general difficulty in problem posing, and were more inadequate in posing problems that meets the criteria of language and expression and relevance for real life. From here it is suggested that adequate inclusion of problem posing activities in mathematics education would be appropriate.

Keywords: Mathematics education, problem solving, problem posing, units of length measurement.