

Benefiting from the Works of Art on Problem Posing

Neşe Tertemiz, Selma Aslantaş, İlkur Çarkçı
Gazi University, Turkey

Abstract

Free problem posing sample cases; are instances where a student is given an artificial or natural case and is asked to produce a problem. In a free problem posing situation the student is not given a problem, but he is asked to produce a problem based on a certain case. During the problem posing activity of this study, the students have been asked to pose mathematical problems, without any limitations, by using the pictures they are given for the problem creation scenario. This way the students gained knowledge about both the paints and the artists and they exercised on integrating the problems to the text. The working group is 3rd class students in Gazi University Faculty of Education in Ankara. When forming the working group, sample casing has been used, which is easily accessible and is one of the purposeful sampling methods used in qualitative researches. Data have not been generalized. The data collection tool of the study was the pictures chosen by the researchers and used as question forms for the students. Opinions of the field experts have been taken when determining the artistic quality of stimulants. During the study was performed at the “Teaching Mathematics” class, the problems was posed by the students shall be subjected to a content analysis. Problem posing abilities of students

were assessed by considering the suitability of the posed problems to the given case (their connections with the pictures used) and mathematical expressions. Categories unique to each problem was formed separately.

Keywords

Visual art education, Artworks, Mathematical problem posing, Teacher training.