

Examining the Problem Solving Skills of Primary Education Mathematics Teacher Candidates according to Their Learning Styles

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Abstract

In this study, it is aimed to investigate the problem solving skills of primary education mathematics teacher candidates according to their learning styles. The students of Primary Education Mathematics Department students of the universities in TRNC constitute the general universe of the research and the students who study in Primary Education Mathematics Department of a private university in TRNC constitute the universe of the study. Sampling of the research consists of a total 26 students studying in Primary Education Mathematics Department in 2017-2018 academic year, determined by using the appropriate sampling method. In order to determine the learning styles of primary education mathematics teacher candidates, 12-item Kolb Learning Inventory, developed (1976) and rearranged (1985) by Kolb and the applicability of which was proven by Aşkar and Akkoyunlu (1993) in Turkey was used in this research. Problem solving inventory used to determine teacher candidates' problem solving skills was developed in 1982 by Heppner and Petersen and adapted to Turkish by Şahin, Şahin and Heppner. As a result of the study, when students' learning styles are examined it was observed that the students with converging learning style are 42.3%, students with assimilating learning style are 38.5%, students with diverging learning style are 11.5% and students with an accommodating learning style are 7.7%. It was observed that the students who participated in the study showed a tendency towards problem solving confidence. It has been suggested that taking learning styles and problem solving skills in organizing educational environments into account can help in increasing success.

Keywords: individual differences, Kolb's learning style inventory, problem, problem solving skills

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