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The Effect of Project-Based Learning on Teaching of Polygon and Plane Geometry Unit

Abstract

Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning. PBL provides opportunities for students to pursue their own interests and questions, make decisions about how to find answers, and solve problems. This study, carried out to determine the effects of Project-Based Learning Approach in teaching of "Polygons and Plane Geometry" unit on 9th grade students' achievements, attitudes and views about the implementation, was designed in a pre-post test experimental model with a single experimental group. 32 9th grade students were chosen as the sample of this study. It was concluded that there was a significant difference between pre-post tests of students' achievements and attitudes.

Keywords: *project-based learning, mathematics teaching, polygon and plane geometry.*

Introduction

The significance of information has been increasing very quickly in recent years, and the concepts of "information" and "science" have also changed accordingly. Technology has also been improving, and similarly, the concepts of democracy and management have been undergoing change. The expectations of societies from their individuals are also changing so that they could keep pace of the experienced changes mentioned above. As in all the fields, there is always a necessity for education to change. In the Math Curriculums implemented in our country, it is pointed out that individuals can use math in their real lives, can share their