



AN INVESTIGATION OF THE SPACE-TIME RELATIONS SKILL AT ELEMENTARY EDUCATION

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Abstract

The aim of this study is to investigate elementary school students' space and time relations skill. The data for this descriptive study were collected in the spring semester of 2013-14 academic years. The sample consisted of 557 students attending the same primary and middle school in Nigde, Turkey. In order to determine students' use of space-time relations skills, a worksheet with two tasks was utilized. Students were asked to picture a hill covered with some trees (comprehension of three-dimensional space), and a transparent pitcher used to water a pot plant (comprehension of reference frame). Document analysis was used to classify student pictures into comprehension and incomprehension. According to the results, although the number of students who could comprehend both tasks was very low, the number of students who could comprehend either three-dimensional space or reference frame increased as the grade arose.

Key Words: Space-time relations, space concept, elementary education, Turkey.