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The effects of GeoGebra on third grade primary students' academic achievement in fractions.

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Summary: The aim of this study is to examine the effects of GeoGebra on third grade primary students' academic achievement in fractions concept. This study was conducted with 40 students in two intact classes in Ankara. One of the classes was randomly selected as an experimental group and other for control group. There were 19 students in the experimental group, while 21 students in control group. The matching – only posttest – only control group quasi-experimental design was employed. As a pretest, student's first term mathematics scores were used. Data were collected with post-test about fractions. The post-test consisted of 22 short ended questions. Thanks to the scores weren't violated the normality, independent t test was employed. The findings of the study showed that there were significant differences in favor of the experimental group. According to findings of this study, it was recommended that GeoGebra supporting teaching methods can be used on teaching fractions in third grade.

Classification: F40 U70 C30

Keywords: fractions; GeoGebra; achievement

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