

# TABLE OF CONTENTS

<b>1 Introduction</b>	<b>7</b>
1.1 Objective of the Publication	7
1.2 Current Situation	9
1.3 Research Methodology	11
1.4 Content and Structure	11
1.5 Terminological Notes	12
<b>2 Theoretical Foundations</b>	<b>15</b>
2.1 Piaget's Theory of Cognitive Development	16
2.2 Vygotsky's Social Development Theory	20
2.3 Bruner's Theory of Representations	22
2.4 Theory of Generic Models according to Hejný	23
2.5 Van Hiele Models of Geometric Thought	28
2.5.1 <i>Levels of Geometric Thought</i>	29
2.5.1.1 Level 0: Visualization	29
2.5.1.2 Level 1: Analysis	31
2.5.1.3 Level 2: Abstraction	32
2.5.1.4 Level 3: Deduction	32
2.5.1.5 Level 4: Rigor	33
2.5.2 <i>Phases of Learning</i>	33
2.5.3 <i>Further Properties and Reflections of the van Hiele Model</i>	34
2.6 Implication of Paradigms of the Cognitive Process on the Research Conception	40
<b>3 Research Methodology</b>	<b>43</b>
3.1 Intent and Objectives of the Research	43
3.2 Research Methodology	45
3.2.1 <i>Research sample</i>	45
3.2.2 <i>Means of Research</i>	46
3.2.3 <i>Research Design</i>	47
3.2.4 <i>Data Recording, Analyses and Interpretation</i>	48
3.2.5 <i>Summary of the Research Methodology</i>	50



<b>4 Geometric Thinking of Children of Pre-school Age (Analysis of Results)</b>	<b>51</b>
4.1 Research Methods and Tools	51
4.2 Characteristic of the Research Sample	56
4.3 Objectives and Methods of Data Analysis	56
4.4 Outcomes and Interpretation (pre-school children)	58
4.4.1 <i>Naming of Planar Shapes: Naming the Shape by Picture</i>	59
4.4.2 <i>Identification of Planar Shapes: Model of Shape by Name</i>	61
4.4.3 <i>Identification and Sorting of Planar Shapes (Quantitative                     Qualitative Analysis)</i>	63
4.4.3.1 Pre-school Children's Conceptions About Squares	65
4.4.3.2 Pre-school Children's Conceptions About Triangles	70
4.4.3.3 Pre-school Children's Conceptions About Oblongs	78
4.4.3.4 Pre-school Children's Conceptions About Circles	81
4.4.4 <i>Other Factors Influencing the Ability to Distinguish Shapes             (age, haptic manipulation)</i>	84
4.5 Summary of Data Analysis: Pre-school Children	87
<b>5 Geometric Thinking of First-graders (Analysis of Results)</b>	<b>91</b>
5.1 Research Methods and Tools	91
5.2 Characteristic of the Research Sample	92
5.3 Objectives and Methods of Data Analysis	93
5.4 Outcomes and Interpretation (students in the first grade)	95
5.4.1 <i>Naming and Identification of Planar Shapes</i>	95
5.4.2 <i>Identification and Sorting of Planar Shapes             (Quantitative-Qualitative Analysis)</i>	99
5.4.2.1 First-graders' conceptions about squares	99
5.4.2.2 First-graders' conceptions about triangles	103
5.4.2.3 First-graders' conceptions about oblongs	107
5.4.2.4 First-graders' conceptions about circles	112
5.4.3 <i>Creation of models of planar shapes on geoboard paper</i>	116
5.5 Summary of Data Analysis: First-graders	120
<b>6 Comparison of Results of Pre-school Children and Students in the First Grade</b>	<b>125</b>
6.1 Names of planar shapes and their identification	125
6.2 Classification of shapes according to difficulty	127



<b>7 Geometric Thinking of Fourth-graders (Analysis of Results)</b>	<b>129</b>
7.1 Research Tools	129
7.2 Characteristics of the Research Sample	131
7.3 Objectives and Methods of Data Analysis	132
7.4 Results and Interpretations (Fourth-graders)	134
7.4.1 Names of planar shapes („model of the shape => name of the shape“)	134
7.4.2 Identification of planar shapes („name of the shape => model of the shape“)	136
7.4.2.1 Fourth-graders' conceptions about squares	137
7.4.2.2 Fourth-graders' conceptions about triangles	141
7.4.2.3 Fourth-graders' conceptions about oblongs	147
7.4.2.4 Fourth-graders' conceptions about circles	152
7.4.3 Significant elements and properties of planar geometric shapes	158
7.4.3.1 Significant elements and properties of triangles	158
7.4.3.2 Circle and their significant elements	159
7.4.3.3 Significant elements and properties of squares	161
7.4.3.4 Significant elements of polygons	162
7.4.3.5 Creation of a model of a polygon in a square grid	163
7.4.4 Oblongs in classes with alternative approach (case study, Czech republic)	164
7.5 Summary of the data analysis: fourth-graders	172
<b>8 Selected Determinants of Shape Identification</b>	<b>177</b>
8.1 The Factor of Shape Difficulty	177
8.1.1 Difficulty of Models of Geometric Shapes	177
8.1.2 Difficulty of Non-models of Geometric Shapes	179
8.2 The Factors of Handouts and Groups	180
<b>9 Discussion</b>	<b>185</b>
9.1 Reflection of Findings in Context of the Theories of Cognitive Processes	186
9.1.1 Age as a determinant of geometric thought	187
9.1.2 Language and speech as determinants of geometric thinking	189
9.1.3 The Continuity and Duration of Levels of Cognitive Process in Geometry	192
9.2 Reflection of the Research Results in Context of Geometric Concepts	194
9.2.1 Circles	195
9.2.2 Triangles	196



9.2.3 Squares	198
9.2.4 Oblongs	200
9.3 Reflexion of the Research Results in context of Educational Implications	202
9.4 Limits of the Research	206
<b>Conclusion</b>	<b>209</b>
<b>Appendices</b>	<b>213</b>
<b>References</b>	<b>225</b>
<b>List of Figures and Tables</b>	<b>232</b>
<b>About the Authors</b>	<b>239</b>