

## Comparison of Mathematics Curriculum of Turkey - Iran 5th and 6th Grade in the Context of Geometry Learning Area\*

Nesa FEIZIPOUR<sup>a</sup>, Dilek SEZGİN MEMNUN<sup>b</sup>, M. Emin ÖZDEMİR<sup>c</sup>

<sup>a</sup>Bursa Uludağ Üniversitesi, Eğitim Bilimleri Enstitüsü, Bursa/Türkiye, [812252007@ogr.uludag.edu.tr](mailto:812252007@ogr.uludag.edu.tr), <https://orcid.org/0000-0003-1345-4928>

<sup>b</sup>Bursa Uludağ Üniversitesi, Eğitim Fakültesi, Bursa/Türkiye, [dsmemnun@uludag.edu.tr](mailto:dsmemnun@uludag.edu.tr), <https://orcid.org/0000-0003-3254-8858>

<sup>c</sup>Bursa Uludağ Üniversitesi, Eğitim Fakültesi, Bursa/Türkiye, [eminozdemir@uludag.edu.tr](mailto:eminozdemir@uludag.edu.tr), <https://orcid.org/0000-0002-5992-094X>

### Keywords:

comparative  
education,  
mathematics  
curriculum,  
geometry

### Paper Type:

Research

### Abstract

The aim of this research is to compare the mathematics textbooks used in the 5th and 6th grades in Turkey and Iran. The comparative education method was used in this research, document analysis technique was used for collecting data. Examples from textbooks are presented to concretize the findings. The subject distribution of the books, the order of the subjects, the time allocated to the subjects, and the geometry lectures in the books were studied. It was concluded that the weekly mathematics course hours in Turkey are higher than in Iran additionally the number of pages in the Iran textbook and the number of pages on geometry lectures are less than in the Turkey textbook. There are similarities in the sub-learning areas in the geometry and measurement learning areas in the 5th and 6th-grade textbooks of both countries, but they differ according to the grade level. Concrete materials were used in both textbooks, and it was seen that visuals and pictures were also included.

\* This article was produced from a master's thesis.