CAN IMAGINATION BE STUDIED?

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The development of spatial imagination is one of the educational effects, occurring in the majority of descriptive geometry curricula taught at technical universities. Adoption of specific educational effect to the curriculum needs at the same time adopting the method to check whether the effect of education was acquired, i.e. whether participating in the course and getting credit of the course such as “Descriptive Geometry and Technical Drawing” actually benefited with the development of spatial imagination of students participating in classes. The problem of the studying of spatial imagination accompanies intelligence studies since 1905. [1] [11] Also, the technical university academics involved in the teaching of geometrical subjects, such as engineering geometry, geometric CAD and engineering graphics, in a wide range research issues on the development of spatial imagination and research methods to verify this development. [3] [4] [5] [6] [7] [9] [10] [12] [13] [14] [15] This paper is derived from studies related to the perception of vision and the development of spatial imagination. [16] The issue of design of the course developing spatial imagination has been preceded by an attempt to determine the level of skills to recognize and solve spatial problems in high school students. The studies were conducted using MCT test [17] and the original Rectangular Projection test developed on the basis of the tests used in the Platform for Remote Education of the Geometry and Engineering Graphics Centre of the Silesian University of Technology. [2] In this paper the authors present the results of study along with comparative analysis of test results.

References:


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