

## 460-589 Learning Area Mathematics (Additional) 1

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	460-587 Learning Area Mathematics 1
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Vicki Steinle
<b>Subject Overview:</b>	<p>This subject will focus on mathematical learning in number, measurement, chance and data, space, and structure across the secondary school level. Teacher candidates will analyse the development of key mathematical concepts, and identify critical progression points for school students' learning.</p> <p>Teacher candidates will consider typical conceptions and misconceptions held by school students, and the likely causes for these. Teacher candidates will investigate the design and use of targeted diagnostic tools to evaluate mathematical understanding, and recognise the advantages and limitations of particular assessment items for monitoring school students' procedural and conceptual knowledge. In addition, they will learn to interpret school students' mathematical solutions, and devise appropriate responses.</p> <p>Teacher candidates will examine the role of cognitive conflict in learning, teaching strategies that focus on changing conceptions, and develop strategies for motivating learning and engagement. They will investigate the importance of appropriate examples for learning, and the changes in opportunities afforded as the parameters of examples are varied. Characteristics of the middle years of schooling will be considered.</p>
<b>Assessment:</b>	There are 2 assessment tasks: An essay (1500 words) due mid semester (37.5%) An analytical report (2500 words) due end of semester (62.5%) There is 1 hurdle requirement: Completion of weekly tasks
<b>Prescribed Texts:</b>	CAS calculator Goos, M., Stillman, G., Vale, C. (2007) Teaching Secondary Mathematics: Research and Practice for the 21st Century. Crows Nest NSW: Allen & Unwin.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject teacher candidates will be able to:

	<ul style="list-style-type: none"> <li># Demonstrate understanding of key progression points in the development of mathematical understanding in the secondary school;</li> <li># Demonstrate an understanding of how school students construct mathematical knowledge;</li> <li># Demonstrate knowledge of a range of teaching techniques available to help school students develop mathematical understanding;</li> <li># Demonstrate the ability to evaluate examples and tasks to determine the mathematical knowledge that they develop;</li> <li># Demonstrate a knowledge of how to assess mathematical understanding and interpret school students' reasoning;</li> <li># Demonstrate understanding of individual differences in school students;</li> <li># Analyse and synthesise findings from research literature.</li> </ul> <p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)