

## 485-301 Learning Area(EC): Mathematics 3

<b>Credit Points:</b>	12.50
<b>Level:</b>	3 (Undergraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, on-campus.
<b>Time Commitment:</b>	Contact Hours: A total of 36 hours Total Time Commitment: Not available
<b>Prerequisites:</b>	485-201 Learning Area (EC): Mathematics 2 or 485-204 Learning Area: Mathematics 2 (Adv)
<b>Corequisites:</b>	None
<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>	Mrs Catherine Anne Pearn
<b>Subject Overview:</b>	This subject surveys early numeracy programs, the early diagnosis of mathematics learning difficulties and intervention strategies. Students will learn to identify the normal stages through which children pass in early mathematical learning and to design appropriate teaching for each stage. The development of mathematical language for basic concepts is examined, along with strategies and resources for teaching those for whom English is a second language. Students will develop appropriate learning sequences for different types of early learners and will compare alternative approaches to the teaching of mathematics. A range of assessment, diagnostic and reporting methods suitable for the early years will be studied.
<b>Objectives:</b>	Information not available
<b>Assessment:</b>	A 2-hour examination and written tasks equivalent in total to 2000 words. Hurdle requirement: Satisfactory completion of weekly tasks.
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Information Not Available
<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>	Information Not Available
<b>Related Course(s):</b>	Bachelor of Early Childhood Education