EDUC90371 Primary Mathematics Education 2

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Hilary Hollingsworth
Contact:	Education Student Centre
Subject Overview:	Teacher candidates will develop pedagogical content knowledge for the effective teaching and learning of the topics of Space, Structure, Working Mathematically, Measurement, Chance and Data from Prep to Year 6. Teacher candidates will review and critique curriculum resources for primary mathematics and construct lessons to achieve specific learning outcomes in these topics. They will analyse lessons to identify teaching that promotes school students' mathematical thinking and builds problem solving capacity and higher order thinking skills. Teacher candidates will consider research evidence related to key issues of teaching mathematics such as: the role of calculators and ICT, the role of numeracy in access to schooling and workplace success, equity, individual differences, and school student learning in particular topics. They will examine cognitive and affective characteristics of mathematics classrooms that encourage deep learning
Objectives:	On completion of this subject, with respect to the topics of Space, Structure, Working Mathematically, Measurement, Chance and Data, teacher candidates will be able to: # Demonstrate mastery of the topics and their everyday applications which are relevant to primary teaching or are necessary to be personally numerate; # Demonstrate an understanding of how children construct mathematical knowledge; # Demonstrate knowledge of a range of classroom teaching techniques; # Demonstrate a knowledge of how children think and learn; # Demonstrate an ability to develop teaching activities and relate them to learning outcomes.
Assessment:	There are 2 assessment tasks: A 2 hour examination due end of semester (60%) Written exercises (1600 words) due mid semester (40%). There are 2 hurdle requirements: Satisfactorily completion of weekly tasks and a mastery level pass of a basic skills test

	of Mathematics (including Number), set at Year 7 level. All items of assessment must be satisfactorily completed.
Prescribed Texts:	Z evenbergen, R., Dole, S., & Wright, R. J. (2004). Teaching Mathematics in Primary Schools. Allen & Unwin. De Klerk, J. (2007) Illustrated Maths Dictionary (4th edition). Pearson. Collection of readings
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Primary)