

# EDUC90368 Primary Mathematics Education 1

<b>Credit Points:</b>	6.25
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 18 hours Total Time Commitment: 62.5 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.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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
<b>Coordinator:</b>	Dr Vicki Steinle
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	<p>This subject provides an orientation to teaching mathematics in Victorian primary schools. Teacher candidates will develop pedagogical content knowledge for the effective teaching and learning of the topic Number from Prep to Year 6. They will consider Victorian curriculum documents and resources, lesson planning, classroom assessment, effective use of resources, and the importance of a balanced curriculum incorporating concepts, skills, applications and problem solving.</p> <p>A research-informed analysis of the development of children's mathematical understanding will provide insight into teaching strategies to cater for children's individual differences and personalise their learning.</p> <p>Teacher candidates will consider important pedagogical issues such as: questioning, selection of good examples, representations and models of mathematical ideas. By widening their appreciation of exemplary mathematics teaching, teacher candidates are expected to develop reflective mathematics teaching practices.</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates should be able to:</p> <ul style="list-style-type: none"> <li># Demonstrate knowledge of Number in the primary mathematics curriculum;</li> <li># Demonstrate an understanding of how children construct mathematical knowledge in Number ;</li> <li># Demonstrate knowledge of a range of teaching techniques to help school students develop mathematical understanding in Number;</li> <li># Demonstrate an ability to assess school students' understanding in Number.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: A 2 hour examination, end of semester (60%) A report (800 words) due mid semester (40%). There are 2 hurdle requirements: Completion of weekly tasks. Both items of assessment must be satisfactorily completed.

<b>Prescribed Texts:</b>	Zevenbergen, 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
<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 have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"><li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change.</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># Be independent of mind, responsible, resilient, self-regulating.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Primary)