

## EDUC40009 Learning Area: Mathematics 4

<b>Credit Points:</b>	12.50
<b>Level:</b>	4 (Undergraduate)
<b>Dates &amp; Locations:</b>	2013, Parkville This subject commences in the following study period/s: Semester 1, Parkville - 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>	B.Ed: 485-202 Learning Area: Mathematics 2 or 485-204 Learning Area: Mathematics 2 (Adv) Study Abroad: Equivalent to 485-233 Learning Area (TP) Mathematics 2.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This subject deals with primary school mathematics programs and current issues in mathematics education. The focus is on Years 4-6. Students will learn to critically evaluate mathematics programs, materials and teaching methods. Alternative approaches to the teaching of mathematics across a primary school, such as the integrated curriculum, thematic instruction, interdisciplinary curriculum and other current curricular models will be discussed and compared. A range of methods of assessment and reporting will be examined. Contemporary national and international curriculum documents will provide a focus for the discussion of primary mathematics and associated issues. Students will develop a mathematics program for use in upper primary mathematics classrooms.
<b>Objectives:</b>	On completion of this subject students should be able to: <ul style="list-style-type: none"> <li># Critically evaluate mathematics programs, materials and teaching methods;</li> <li># Demonstrate understanding of alternative approaches to the teaching of mathematics across a primary school;</li> <li># Compare, identify and apply current curricular models;</li> <li># Demonstrate understanding of a range of methods of assessment and reporting;</li> <li># Discuss primary mathematics and associated issues in the light of contemporary national and international curriculum documents;</li> <li># Demonstrate an ability to develop a mathematics program for use in primary school classrooms.</li> </ul>
<b>Assessment:</b>	There are three assessment tasks due throughout the semester:An issues paper dealing with teaching and learning in upper primary mathematics classrooms Yrs 4 - 6 (1,000 words 15 per cent)A unit planning assignment Yrs 4 -6 (1,000 words 35 per cent)One 2 hour examination in the official examination period (50 per cent)
<b>Prescribed Texts:</b>	Booker, G., Bond, D., Sparrow, L., & Swan, P. (2009) Teaching Primary Mathematics (4th ed.). French's Forrest: Pearson
<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 students will have the knowledge and 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># Work in teams with skills in co-operation, communication and negotiation;</li><li># Be independent of mind, responsible, resilient and self-regulating;</li><li># Have a conscious personal and social values base.</li></ul>
<b>Related Course(s):</b>	Bachelor of Education (Primary)