

EDUC90380 Mathematics, Assessment and Learning

Credit Points:	12.50												
Level:	9 (Graduate/Postgraduate)												
Dates & Locations:	This subject is not offered in 2013. 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:	<p>You must have taken the following subjects prior to enrolling in this subject</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90368 Primary Mathematics Education 1</td> <td>Not offered 2013</td> <td>6.25</td> </tr> <tr> <td>EDUC90370 Assessment, Learning & Teaching(Primary)</td> <td>Not offered 2013</td> <td>6.25</td> </tr> <tr> <td>EDUC90371 Primary Mathematics Education 2</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90368 Primary Mathematics Education 1	Not offered 2013	6.25	EDUC90370 Assessment, Learning & Teaching(Primary)	Not offered 2013	6.25	EDUC90371 Primary Mathematics Education 2	Not offered 2013	12.50
Subject	Study Period Commencement:	Credit Points:											
EDUC90368 Primary Mathematics Education 1	Not offered 2013	6.25											
EDUC90370 Assessment, Learning & Teaching(Primary)	Not offered 2013	6.25											
EDUC90371 Primary Mathematics Education 2	Not offered 2013	12.50											
Corequisites:	<p>You must take the following subject in the same study period</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90379 Designing Personalised Learning</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90381 Literacy, Assessment and Learning</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90379 Designing Personalised Learning	Not offered 2013	12.50	EDUC90381 Literacy, Assessment and Learning	Not offered 2013	12.50			
Subject	Study Period Commencement:	Credit Points:											
EDUC90379 Designing Personalised Learning	Not offered 2013	12.50											
EDUC90381 Literacy, Assessment and Learning	Not offered 2013	12.50											
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												
Contact:	Education Student Centre												
Subject Overview:	<p>Teacher candidates will analyse the development of key concepts in primary mathematics and identify critical progression points for children’s learning. They will identify the importance to progress of factors such as computational fluency and number sense, encapsulation of processes as concepts, confidence in learning and metacognitive skills. They will consider typical conceptions and misconceptions held by children, their likely causes, and teaching strategies for changing them.</p> <p>There will be an in-depth study of Australian early years numeracy programs and the major intervention programs.</p> <p>Teacher candidates will investigate the design and use of targeted diagnostic tools to evaluate mathematical understanding, and will identify the advantages and limitations of particular assessment items for monitoring children’s procedural and conceptual knowledge. Teacher candidates will examine teaching strategies to address identified learning needs. They will learn to interpret children’s mathematical responses, and devise appropriate teaching.</p> <p>Teacher candidates will consider assessment schemes for children’s understanding (e.g., early years interview, AIM) and the use of school and state-wide data to improve school students’ learning. They will work together to design and test plans for improvement.</p>												

Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Demonstrate understanding of key progression points in the development of mathematical understanding in the primary school # Demonstrate an understanding of how children construct mathematical knowledge # Demonstrate knowledge of a range of teaching techniques available to help school students develop mathematical understanding # Demonstrate a knowledge of how to assess mathematical understanding and interpret school students' reasoning # Demonstrate understanding of individual differences in school students.
Assessment:	<p>There are 2 assessment tasks: A literature review (1500 words) due mid semester (37.5%) A report (2500 words) due end of semester (62.5%) There is 1 hurdle requirement: Satisfactory completion of weekly tasks.</p>
Prescribed Texts:	<p>Zevenbergen, R., Dole, S., & Wright, R. J. (2004). Teaching Mathematics in Primary Schools. Allen & Unwin. Collection of readings.</p>
Breadth Options:	<p>This subject is not available as a breadth subject.</p>
Fees Information:	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
Generic Skills:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change. # 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.