

## EDUC90687 Numeracy: Life, School and Work

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.
<b>Time Commitment:</b>	Contact Hours: 24 Total Time Commitment: 120 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	N/A
<b>Non Allowed Subjects:</b>	N/A
<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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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 the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
<b>Subject Overview:</b>	This subject provides an introduction to all the major themes of the course and to major DEECD initiatives and resources. The subject begins with the definition, roles and functions of numeracy. Evidence will be presented to demonstrate the importance of high level of numeracy to students for success at school, for future learning, and for full participation in the community and in the economy of the future. The way in which the use of complex technology requires higher cognitive skills will be exemplified. Participants will also examine: the roles of capacity, confidence and disposition in being numerate; Australian students' performance in numeracy and mathematics in national and international assessments; government initiatives around numeracy; major assessment tools and their interpretation; the numeracy-related roles and needs of all teachers, the numeracy needs of interdisciplinary content areas.
<b>Objectives:</b>	On completion of the subject students will be able to: <ul style="list-style-type: none"> <li># Explain the need for numeracy in modern society</li> <li># Describe achievement in numeracy from various perspectives</li> <li># Identify features of a curriculum to promote numeracy</li> <li># Link the above to policy and teaching practice.</li> </ul>
<b>Assessment:</b>	Cross curriculum audit of numeracy demands upon students (Mid semester, 1500 words, 40%) Report on school's numeracy needs (End semester, 2500 words, 60%)
<b>Prescribed Texts:</b>	Goos, M., Stillman, G., & Vale, C. (2007). Teaching secondary school mathematics: Research and practice for the 21st century. Sydney: Allen & Unwin
<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>	This subject aims to build skills in:  # Analysing teaching practice and curriculum documents from theoretical and practical perspectives # Taking an national and international perspective on local situations # Being articulate and precise about numeracy goals, elements and achievements.
<b>Related Course(s):</b>	Master of Education (Stream 100B)Coursework Master of Education (Stream 150) Master of Numeracy