EDUC90460 Learning Area Mathematics (Additional) 2

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours
Prerequisites:	

Subject	Study Period Commencement:	Credit Points:
EDUC90457 Learning Area Mathematics 1	February	12.50
EDUC90459 Learning Area Mathematics (Additional) 1	February	12.50

Corequisites:

Subject	Study Period Commencement:	Credit Points:
EDUC90458 Learning Area Mathematics 2	Semester 2	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 Overview, Learning Outcomes 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 Disability Liaison website: http://www.services.unimelb.edu.au/disability
Coordinator:	Dr Caroline Bardini
Contact:	**Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE)** Call: 13 MELB (13 6352)
Subject Overview:	This subject will focus on teaching and learning issues associated with developing school students' skills, strategies and dispositions for working mathematically. Teacher candidates will examine a number of learning theories in mathematics education and consider how these inform the teaching of the themes below. Themes to be considered include problem solving, mathematical modelling, extended investigations, real-world applications, integrating mathematics into other curriculum areas, informal and formal proof, and the use of technology to support mathematical work.
Learning Outcomes:	On completion of this subject, teacher candidates will be able to: # Demonstrate an understanding of problem solving strategies and how to help students to develop problem solving ability; # Demonstrate an understanding of mathematical modelling and applications and their importance in students' mathematical learning; # Demonstrate an understanding of teaching to foster students' mathematical conjecturing and reasoning; # Demonstrate an understanding of selected learning theories in mathematics education. The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:

	1.2 Understand how students learn 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2.1 Content and teaching strategies of the teaching area 2.6 Information and Communication Technology (ICT) 3.1 Establish challenging learning goals 3.3 Use teaching strategies 4.2 Manage classroom activities
Assessment:	There are 3 assessment tasks: A report (1500 words) due early semester (37.5%) A report (1500 words) due mid semester (37.5%) An essay (1000 words) due end of semester (25%) There is 1 hurdle requirement: Completion of 8 weekly tasks. 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.
Prescribed Texts:	None
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 (Secondary) Master of Teaching (Secondary)