EDUC90368 Primary Mathematics Education 1

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 85 hours
Prerequisites:	None
Corequisites:	None
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 Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, 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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability
Contact:	This subject is not offered in 2016
Subject Overview:	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. 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. 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.
Learning Outcomes:	On completion of this subject, teacher candidates will be able to: # Demonstrate knowledge of Number in the primary mathematics curriculum; # Demonstrate an understanding of how children construct mathematical knowledge in Number; # Demonstrate knowledge of a range of teaching techniques to help school students develop mathematical understanding in Number; # Demonstrate an ability to assess school students' understanding in Number.
Assessment:	There are two assessment tasks: a 2 hour examination at end of semester, 60% a report (800 words) due mid semester, 40% There are two hurdle requirements: Completion of weekly tasks. Both items of assessment must be satisfactorily completed. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Zevenbergen, R., Dole, S., & Wright, R. J. (2004). Teaching Mathematics in Primary Schools. Allen & UnwinDe Klerk, J. (2007) Illustrated Maths Dictionary (4th edition). Pearson.Collection of readings

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 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; # Be independent of mind, responsible, resilient, self-regulating.