

EDUC90371 Primary Mathematics Education 2

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Winter Term, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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</p></p>
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Subject Overview:	<p>Teacher candidates will develop pedagogical content knowledge for the effective teaching and learning of the following mathematics strands from Prep to Year 6:</p> <ul style="list-style-type: none"> # Content Strand: Measurement and Geometry, Statistics and Probability, Pre-Algebra. # Proficiency Strands: Understanding, Fluency, Problem Solving, Reasoning. <p>Teacher candidates will review and critique resources for primary mathematics and design tasks to achieve specific learning outcomes in these strands. They will analyse tasks and lessons to identify teaching that promotes school students' mathematical thinking and builds problem solving capacity and higher order thinking skills.</p> <p>Teacher candidates will consider research evidence related to selected key issues of teaching mathematics. They will examine cognitive and affective characteristics of mathematics classrooms that encourage deep learning.</p>
Learning Outcomes:	<p>On completion of this subject, with respect to the strands above, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Demonstrate mastery of the topics and their everyday applications which are relevant to primary teaching or are necessary to be personally numerate; # Demonstrate an understanding of how children construct mathematical knowledge; # Demonstrate knowledge of a range of classroom teaching techniques; # Demonstrate knowledge of how children think and learn; # Demonstrate an ability to develop teaching activities and relate them to learning outcomes.
Assessment:	There are two assessment tasks: a 2 hour examination, end of semester, 60% an assignment (1600 words) due mid semester, 40% There are two hurdle requirements: Satisfactorily completion of weekly tasks A mastery level pass of a Basic Skills Test of Mathematics (including

	Number), set at Year 7 level. All 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. Crows Nest, NSW: Allen & Unwin. De Klerk, J. (2007). Illustrated maths dictionary (4th Edition). Melbourne: 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:	<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 teaching practices; # 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 responsible, resilient, self-regulating and independent of mind; # Have a conscious personal and social values base.