

## EDUC90691 Mathematics: Quality Teaching

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2016. The pre-teaching preparation period for the August availability commences on 27/07/15. During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
<b>Time Commitment:</b>	Contact Hours: 24 Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<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: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Contact:</b>	This subject is not offered in 2016.
<b>Subject Overview:</b>	This subject will address quality teaching in mathematics and numeracy from theoretical, empirical and practical perspectives. Topics will include: research into quality mathematics teaching, including local and international studies of good teaching practice such as TIMSS Video Studies and in Learner's Perspective Study; how good teaching varies between countries; research into the links between teacher's knowledge and student learning; standards for quality numeracy teaching; critique of practical activities that exemplify instructional practices advocated on the basis of either theory, empirical research or agreed standards. The examples used will draw upon extensive video resources.
<b>Learning Outcomes:</b>	<p>On completion of the subject students will be able to:</p> <ul style="list-style-type: none"> <li># demonstrate a knowledge of current theory and research regarding knowledge required for teaching mathematics;</li> <li># demonstrate a knowledge of theories of learning and instruction relevant to the teaching of mathematics;</li> <li># demonstrate familiarity with local and international research into mathematics teaching;</li> <li># demonstrate familiarity with national and international attempts to develop standards for mathematics teaching, the premises upon which these standards are based, and the issues associated with the promotion of quality teaching using standards;</li> <li># describe classroom activities and teaching actions that illustrate different aspects of quality mathematics teaching;</li> <li># demonstrate familiarity with a variety of approaches to teacher professional development and discuss, in an informed manner, the relative merits of these approaches for the promotion of quality mathematics teaching.</li> </ul>
<b>Assessment:</b>	There are two assessment components: A 10 minute practical group demonstration (500 words equivalent) with a one page outline (500 words); 5 minute individual oral presentations (500 words equivalent) identifying one aspect of the classroom activity and an accompanying two page document (1000 words) that gives a brief, scholarly justification of the characteristics of quality mathematics teaching in relation to their chosen aspect (40%, mid semester) A theoretical paper of 3,000 words, exploring an aspect of quality mathematics teaching (eg

	teacher questioning). The paper should report both theory and research related to the chosen aspect and conclude with criteria by which it can be evaluated. (60%, end of semester, 3,000 words). This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	None
<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>	<p>Students completing this subject will be able to</p> <ul style="list-style-type: none"> <li># demonstrate a superior knowledge and understanding of educational theory and practice in general and in a specialised area in particular;</li> <li># express informed opinions about particular areas of current educational interest;</li> <li># have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate research activity;</li> <li># make effective use of the findings of educational writings and research in addressing professional problems;</li> <li># have the depth of knowledge and understanding that will enable them to be a resource for colleagues in particular professional situations;</li> <li># demonstrate an appreciation of professional responsibilities and ethical principles which should characterise leaders in the education profession.</li> </ul>
<b>Related Course(s):</b>	Master of Education Master of Education Master of Numeracy