UNIT OUTLINE FOR EDP251.7 Issues in Primary Mathematics

Name of Unit 1 (Unit Code 1)
Issues in Primary Mathematics (EDP251.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level *(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)*	Unit Coordinator *(incl. academic title)*
Bachelor of Education Master of Teaching – Primary	One semester	2nd year	Head of Program

Core or elective unit

Indicate if the unit is a

☒ core unit

☐ elective unit

☐ other

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	240 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: __0___ hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

☒ Yes ☐ No

If YES, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDP151.5 Primary Mathematics

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit
This unit, which builds on *Primary Mathematics*, examines current issues in the teaching and learning of Primary curriculum mathematics and further develops the students' understanding of how Mathematics is best taught and learnt. Issues of how to differentiate instruction and learning; using literacy; use of literature; and others will be addressed.

Learning outcomes for the unit	
1.	Identify current educational issues in relation to the Mathematics curriculum; paying particular attention to how the proficiency strands are embedded to encourage thinking and working mathematically.
2.	Effectively evaluate the Australian Curriculum; Mathematics to develop a sequence in the learning of Mathematics concepts.
3.	Effectively integrate numeracy, differentiation, and literacy into mathematical teaching and learning.
4.	Design a unit of work which reflects best practice of Mathematics teaching and learning including authentic assessment.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Essay Choice of topics. Essay 1: Best practice Essay 2: Thinking and working mathematically Essay 3: Differentiation (1500 words)	1,3	S2 Week 7	30%
Yearly overview and unit plan (2000 words equivalent)	1,2,3,4	S2 Week 14	40%
Journal of reflective responses Students will keep a journal of required reading responses, working mathematically in lectures, engaging with students in a school context and reflecting on best practice of teaching and learning of Mathematics Done weekly (1500 words equivalent)	1,2,3,4	S2 Week 14	30%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Sullivan, P. (2011) Teaching Mathematics: Using research-informed strategies

Recommended reading:

E-BOOK(S)

Rickard, C. (2013), *Essential Primary Mathematics*. U.K. Open University

RECOMMENDED TEXT(S)

Bobis, J., Mulligan, J., & Lowrie, T. (2013). *Mathematics for children: Challenging children to think mathematically.* (4th ed.). Australia: Pearson Education.

Boaler, Jo, & Dweck, Carol. (2016). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages, and innovative teaching*. San Francisco, California: Jossey-Bass.

Jorgensen, R., & Dole, S. (2020). *Teaching mathematics in Primary School.* (3rd ed.). Sydney: Allen & Unwin.

Siemon, D. (2015). *Teaching mathematics: Foundations to middle years*. South Melbourne, Victoria: Oxford University Press.

Van de Walle, John A, Bay-Williams, Jennifer M, & Karp, Karen S. (2013). *Elementary and middle school mathematics: Teaching developmentally* (8th ed.). Upper Saddle River, N.J.: Pearson.