



# Course Outline

## EDGDS6124 MATHEMATICS CURRICULUM 2

<b>Title:</b>	MATHEMATICS CURRICULUM 2
<b>Code:</b>	EDGDS6124
<b>Formerly:</b>	TD792
<b>School / Division:</b>	School of Education
<b>Level:</b>	Advanced
<b>Pre-requisites:</b>	(EDGDS6023 or TD790)
<b>Co-requisites:</b>	Nil
<b>Exclusions:</b>	(TD792)
<b>Progress Units:</b>	10
<b>ASCED Code:</b>	070301

### Objectives:

After successfully completing this course, students should be able to:

#### Knowledge:

- Build confidence with the content of secondary school Mathematics
- Develop an understanding about processes of acceleration and remediation in Mathematics;
- Learn the techniques of teaching and learning Mathematics at the secondary level;
- Familiarise themselves with the impact of information technology in the learning of Mathematics.

#### Skills:

- Explore the history of Mathematics Education;
- Explore the “congruence between pedagogy, curriculum and assessment”;
- Explore specific issues relating to current practice in the teaching of Mathematics in Years 7-10 and the VCE;
- Consider alternative forms of assessment;
- Complete and assess VCE school assessed tasks;
- Develop skills in their own personal mathematical competence;
- Familiarise themselves with the use of handheld technology in the learning of Mathematics.

#### Values:

- Develop an understanding of the nature and place of Mathematics as a “critical filter for further education and training”;
- Consider the inclusiveness or otherwise of Mathematics, and the values we teach;



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- Develop an appreciation of the role as a teacher of mathematics;
- Value the place of mathematics and mathematics education in society;
- To enjoy mathematics.

### Content:

This unit focuses on various aspects of:

Topics may include:

- The history of Mathematics Education;
- The teaching, curriculum and assessment of mathematics;
- The selection of specific issues relating to current practice in the teaching of Mathematics in Years 7-10 and the VCE;
- The exploration of acceleration and remediation in mathematics classrooms;
- The consideration and development of alternative forms of assessment;
- The content in VCE school assessed tasks;
- The use of information technology in the Mathematics classroom.

### Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Plan, conduct and evaluate a Self-Study in Mathematics Learning and Teaching based around the theme of acceleration or remediation. This will incorporate: journal research; reflective practice; planning, implementing and evaluating a micro lesson.  Relates to Objectives: K1, K2, K3, K4, S1, S2, S3, S4, S6, S7, V1, V2, V3, V4, V5	Lesson plan, teaching of micro lesson and written reflection.	40 – 60%
Develop and create an assessment task, to be implemented, reflected upon and refined.  Relates to Objectives: K1, K3, K4, S1, S2, S3, S4, S5, S6, S7, V1, V2, V3, V4, V5	Production and presentation of the assessment task, including a comprehensive review of its strengths and weaknesses, and future modifications.	30 – 50%

### Adopted Reference Style:

APA