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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	1091EDN
<b>COURSE TITLE</b>	Mathematics Education 1: Number, Numeracy and Algebraic Thinking
<b>ACADEMIC ORGANISATION</b>	EDN School of Education and Professional Studies
<b>SEMESTER</b>	Semester 1 2016 to Semester 1 2016
<b>MODE</b>	Mixed Mode
<b>LEVEL</b>	Undergraduate
<b>LOCATION</b>	Gold Coast, On Campus
<b>CREDIT POINT VALUE</b>	10

### Restrictions:

Restriction: Student must be in program 1049 B Education - Primary

### Course Description:

This course will develop students' pedagogical content knowledge and mathematics content knowledge in the areas of number (numeration & computation), numeracy and algebraic thinking necessary to build meaningful approaches to learning and teaching these core mathematics strands.

### Assumed Background:

This course is taught in the first semester of the Bachelor of Education-Primary degree. Students should be enrolled in the Bachelor of Education-Primary degree.

## 1.2 Course Introduction

This course introduces students to mathematics teaching in primary school contexts. It will develop students' mathematical and pedagogical knowledge in the number and algebra strand.

### Previous Student Feedback

Student feedback about the course indicated that it was very successful. Students indicated that the lectures were always interesting and interactive and were a lot of fun to attend and that information from lectures and tutorials was perfectly related to assessment pieces. In addition, the online lectures were successful in that students could complete them at their own pace and if they had difficulties understanding content they were able to replay them back as often as required.

A further positive of the course was the provision of face-to-face workshops after the online lecture which addressed the content in more specific detail and provided an opportunity to ask questions to clarify understanding. Many students noted that this was very useful for them as first year students.

## 1.3 Course Staff

Primary Convenor **Dr Kevin Larkin**

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<b>PHONE</b>	55529783
<b>EMAIL</b>	<a href="mailto:k.larkin@griffith.edu.au">k.larkin@griffith.edu.au</a>
<b>HOMEPAGE</b>	<a href="http://www.griffith.edu.au/professional-page/kevin-larkin">www.griffith.edu.au/professional-page/kevin-larkin</a>
<b>CAMPUS</b>	Gold Coast Campus
<b>BUILDING</b>	Arts & Education 1 (G30)
<b>ROOM</b>	3.34
<b>CONSULTATION</b>	<p>As I am on different campuses during the teaching weeks, please send an email - rather than phoning - to arrange an appointment or to make enquiries related to the course. Students may also discuss course related matters during the weekly workshops and tutorials. Students must regularly consult the course website and their University email for announcements, resources, hints, and helpful information related to the course.</p> <p><b>Mt Gravatt Office</b> - Monday - M09 2.114 <b>Logan Office</b> - Wednesday - TBA <b>Gold Coast Office</b> - Thursday Morning and Friday</p>

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Tutor **Mrs Rebekah Strang**

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<b>EMAIL</b>	<a href="mailto:r.strang@griffith.edu.au">r.strang@griffith.edu.au</a>
<b>CAMPUS</b>	Gold Coast Campus
<b>CONSULTATION</b>	<p><b>Mrs Carly Blyth</b> Gold Coast Campus <a href="mailto:c.blyth@griffith.edu.au">c.blyth@griffith.edu.au</a> Please send an email to arrange an appointment or to make enquiries related to the course. Students may also discuss course related matters during the weekly tutorials.</p>

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Tutor **Mrs Rebekah Strang**

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<b>EMAIL</b>	<a href="mailto:r.strang@griffith.edu.au">r.strang@griffith.edu.au</a>
<b>CAMPUS</b>	Mt Gravatt Campus
<b>CONSULTATION</b>	Please send an email to arrange an appointment or to make enquiries related to the course. Students may also discuss course related matters during the weekly tutorials.

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## 1.4 Timetable

Timetables are available on [the Griffith Timetables website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

### Additional Timetable Information

This course is taught on three campuses – Gold Coast, Logan and Mount Gravatt. Students should enrol in classes only at their home campus.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course is not suitable for automatic recording and therefore will not be recorded.

## 2. Aims, Outcomes & Graduate Attributes

### 2.1 Course Aims

Mathematics Education 1 aims to develop students' pedagogical content knowledge and mathematical content knowledge in the areas of number and algebra and numeracy.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate a clear understanding of teaching and learning the mathematical literacies associated with number and algebra and numeracy
- 2 Display a range of pedagogical approaches including the use of materials, language, symbols, structured activities and teaching resources for the development of mathematical concepts, processes and strategies related to number and algebra and numeracy
- 3 Display knowledge related to planning, implementing, and critiquing pedagogical and assessment practices, with respect to Mathematics curriculum frameworks
- 4 Demonstrate favourable attitudes towards involvement in mathematics and of the intellectual, behavioural and social actions required for students and their teachers in the construction of mathematical concepts, processes and strategies.
- 5 Identify and apply an awareness of inclusive practice in mathematics education
- 6 Demonstrate an ability to function as a critically reflective mathematics teacher

### 2.3. Graduate Attributes

Griffith University aims to prepare its graduates to be leaders in their fields by being:

- Knowledgeable and Skilled in their Disciplines
- Effective Communicators and Team Members
- Innovative and Creative with Critical Judgement
- Socially Responsible and Engaged in their Communities
- Competent in Culturally Diverse and International Environments

University wide attributes

GRADUATE ATTRIBUTE	LEARNING OUTCOMES
<b>A. KNOWLEDGEABLE AND SKILLED IN THEIR DISCIPLINES</b>	
A1. Comprehensive knowledge and skills relating to their disciplines	1, 2, 6
A2. An interdisciplinary perspective	
A3. Capacity to find, evaluate and use information	
A4. Ability to apply discipline/professional skills and knowledge in the workplace	3
<b>B. EFFECTIVE COMMUNICATORS AND TEAM MEMBERS</b>	
B1. Capacity to communicate effectively with others orally	
B2. Capacity to communicate effectively with others in writing	
B3. Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines	
B4. Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts	
<b>C. INNOVATIVE AND CREATIVE WITH CRITICAL JUDGEMENT</b>	
C1. Ability to use knowledge and skills to devise solutions to unfamiliar problems	
C2. Ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (eg collect, analyse and interpret data and information, generate and test hypotheses, synthesise and organise information)	5
C3. Knowledge of research methodologies in their disciplines and capacity to interpret findings	
C4. Ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline	
<b>D. SOCIALLY RESPONSIBLE AND ENGAGED IN THEIR COMMUNITIES</b>	
D1. Ethical awareness (professional and personal) and academic integrity	6
D2. Capacity to apply disciplinary knowledge to solving real life problems in relevant communities	
D3. Understanding of social and civic responsibilities, human rights and sustainability	4
D4. Understanding the value of further learning and professional development	
<b>E. COMPETENT IN CULTURALLY DIVERSE AND INTERNATIONAL ENVIRONMENTS</b>	
E1. Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples	
E2. Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts	6
E3. A global and international perspective on their disciplines	4

#### Additional Course Information on Graduate Attributes



## 3. Learning Resources

### 3.1 Required Resources

Australian Curriculum, Assessment and Reporting Authority. (2010). Australian Curriculum: Mathematics. Canberra, ACT: ACARA

Reys, R. E., Lindquist, M. M., Lambdin, D. V., Smith, N. L., Rodgers, A., Falle, J., Frid, S. & Bennett, S. (2012). *Helping children learn mathematics* (1<sup>st</sup> Australian Edition.) Danvers, MA: John Wiley & Sons. (Hardcopy or eBook)



### 3.2 Recommended Resources

Booker, B., Bond, D., Sparrow, L. & Swan, P. (2014). Teaching Primary Mathematics. French's Forest (NSW): Pearson Education Australia.

De Klerk, J. (1999). Illustrated maths dictionary (3rd ed.). Sydney, Australia: Longmans.

Jorgensen, R., & Dole, S. (2011). Teaching mathematics in primary schools. (2nd ed.) Crows Nest, N.S.W.: Allen & Unwin.

Siemon, D., Beswick, K., Brady, K., Clark, J., Faragher, R., & Warren, E. (2011). Teaching Mathematics: Foundations to Middle Years. South Melbourne: Oxford University Press.

Van de Walle, J. A.; Karp, K. & Bay-Williams, J. (2012). Elementary and middle school mathematics. Teaching developmentally: International Edition (8th ed.). Sydney: Pearson Education.

Australian Primary Mathematics Classroom (APMC)

The Australian Association of Mathematics Teachers (AAMT)

Mathematics Education Research Group of Australasia (MERGA)

National Council of Teachers of Mathematics (NCTM)



### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) - facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Services; Health Service; Student Equity Services (incorporating the Disabilities Service) and the Welfare Office.

[Information Services \(Workshops and Training\)](#) - provides learning skills support in three key areas: academic skills, computing skills and library research skills. The study skills resources on this website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing and time management.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

### 3.5 Other Learning Resources & Information

Other Resources for this course will be made available at L&G.

# 4. Teaching & Learning Activities

## 4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
29 Feb 16	<p><b>Learning Expectations and Assessment (Lecture and tutorial):</b> Lecture &amp; Tutorial The Australian Curriculum (Mathematics) - ADDITION See course website (L@G) for further details. Notice re Attendance: Attendance and engagement in the lectures, workshops and tutorials is critical in developing the understandings required to meet the outcomes for this course. If you are unable to attend any of the lectures, workshops, or tutorials you will need to explain your absence to the course convenor. In addition, you will need to provide a plan of action outlining how you can complete the work you have missed so that you can successfully demonstrate the required demands of the assessment task.</p>	1, 2, 3
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
7 Mar 16	<p><b>The Australian Curriculum - Subtraction (Lecture and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 3, 4, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
14 Mar 16	<p><b>Australian Curriculum - Multiplication (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 4, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
21 Mar 16	<p><b>Australian Curriculum - Division (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 3, 5
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
28 Mar 16	<p><b>Australian Curriculum - Pre Number (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details. Assignment One due on Wednesday, March 30.</p>	1, 2, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
11 Apr 16	<p><b>Australian Curriculum - Numeration (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 3, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
18 Apr 16	<p><b>Australian Curriculum - Financial Maths (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 3, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
25 Apr 16	<p><b>Study Week (Independent Study):</b> This is an opportunity to review Weeks One - Seven and to work on your assignment. There will be no lecture, workshop, or tutorial this week.</p>	
2 May 16	<p><b>Australian Curriculum - Common Fractions (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details. Due to the Labour Day Holiday - the Mt Gravatt Monday lecture will be held at the same time and venue on Tuesday the 3rd May.</p>	1, 2, 3, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
9 May 16	<p><b>Australian Curriculum - Decimal Fractions and % (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details. Assignment Two due on Wednesday, May 11.</p>	1, 2, 3, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
16 May 16	<p><b>Australian Curriculum - Algebra and Real Numbers (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 3, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
23 May 16	<p><b>Australian Curriculum - Proportional Reasoning (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 2, 3, 4, 5, 6
	<b>Readings/Ref:</b> Course textbook ; Aust Curriculum ;	
30 May 16	<p><b>Revision (Online lecture, workshop and tutorial):</b> See course website (L@G) for further details.</p>	1, 3, 4, 5, 6

## 4.2 Other Teaching and Learning Activities Information

This course addresses the following Australian Professional Standards for Teachers at Graduate Level.

Australian Professional Standards for Teachers (Graduate Stage)	Focus Area 1	Focus Area 2	Focus Area 3	Focus Area 4	Focus Area 5	Focus Area 6	Focus Area 7
1. Know students and how they learn		X					
2. Know the content and how to teach it	X	X			X		
3. Plan for and implement effective teaching and learning			X	X			
4. Create and maintain supportive and safe learning environments		X			X		
5. Assess, provide feedback and report on student learning							
6. Engage in professional learning							
7. Engage professionally with colleagues, parents/carers and the community							

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

Griffith University provides an enterprising information rich learning architecture, which supports BYOD (bring your own device) and BYO App (bring your own application), enabling seamless data and process integration across systems. It is therefore an acceptable expectation that all students enrolled in programs offered by The School of Education and Professional Studies will make use of their own device and BYO App for use during all learning activities.

As future primary school teachers, students in this course are expected to develop personal mathematical competencies and teaching abilities in the areas of numeration and computation for whole numbers and fraction ideas. They also need to have higher order skills in the areas of working mathematically (i.e. problem solving & investigations), using appropriate technology in the classroom, and planning teaching to facilitate learning for children.

Topics in numeration and computation with whole numbers and fraction ideas are examined from a problem solving perspective with calculator, estimation and mental computation use integrated throughout. Lectures use examples of children's thinking in mathematics to provide a focus to both the underlying content and the likely conceptual and epistemological obstacles to learning and teaching (for both the children that these students will eventually teach and those that many will have encountered in their own schooling). These are accompanied by workshops and tutorials in which practical activities designed to foster understanding and competency in a manner paralleling those used in exemplary classroom teaching.

Topics in algebraic thinking are examined using materials and problems appropriate to children in the primary school to develop an informal basis of algebra concepts and processes and to lay the basis for developing formal algebra in later years. This section of the course will draw on and relate to contemporary research and practice in the growing international focus on this aspect of mathematics in the primary school years.

The teaching strategies used provide opportunities for students to be exposed to, and engage with, the content material of the course to transform these experiences into personal knowledge, abilities, processes and perspectives. They also provide opportunities for students to develop their own confidence and competence in teaching required in classroom contexts.



# 5. Assessment Plan

## 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING/ MARKED OUT OF	LEARNING OUTCOMES
<i>Assignment - Written Assignment</i> Assignment	30 Mar 16	15%/15	1, 2, 3, 6
<i>Portfolio - evidence</i> Portfolio	11 May 16	45%/45	1, 2, 3, 4, 6
<i>Exam - constructed response</i> Exam	Examination Period	40%/100	1, 2, 3, 4, 5, 6

## 5.2 Assessment Detail

### Assignment

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 1, 2, 3, 6

**Due Date:**

30 Mar 16

**Weight:** 15%

**Marked out of:** 15

**Task Description:**

The assignment requires a complete concise discussion of the practices and knowledge of teaching number and numeracy, referenced to lectures, workshops and literature.

### Criteria & Marking:

- Demonstrated understanding of the key conceptual and developmental theories underpinning numeracy and review of the literature in relation to numeracy
- Demonstrated understanding of relevant curriculum documents regarding numeracy
- Accuracy and correctness of mathematics and an appropriate level of literacy and ICT skills
- Demonstrated ability to use language that is appropriate
- Completeness of set tasks and compliance with task requirements
- Demonstration of an appropriate referencing style (APA)

**Submission:** Online via Learning at Griffith.

### This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity

### Portfolio

**Type:** Portfolio - evidence

**Learning Outcomes Assessed:** 1, 2, 3, 4, 6

**Due Date:**

11 May 16

**Weight:** 45%

**Marked out of:** 45

**Task Description:**

This task requires

- Demonstrated understanding of relevant curriculum content and congruence with course themes and emphases with regard to mathematics education
- Discussion of the key concepts, skills and strategies underpinning learning in number and algebra
- The design and preparation of teaching resources for a specific classroom context
- The design and preparation of a lesson plan for a specific classroom context

### Criteria & Marking:

- Demonstrated understanding of relevant curriculum content and congruence with course themes and emphases with regard to mathematics education
- Accuracy and correctness of mathematics and an appropriate level of literacy and ICT skills
- Demonstrated understanding of appropriate and effective assessment tools
- Demonstrated ability to use language that is appropriate
- Completeness of set tasks and compliance with task requirements
- Demonstration of an appropriate referencing style (APA)

**Submission:** Submitted via Learning at Griffith

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity

Exam

**Type:** Exam - constructed response

**Learning Outcomes Assessed:** 1, 2, 3, 4, 5, 6

**Due Date:**

Examination Period

**Weight:** 40%

**Marked out of:** 100

**Perusal:** 10 minutes

**Duration:** 120 minutes

**Format:** Closed Book

**Task Description:**

The exam will assess students' pedagogical content knowledge and mathematics content knowledge in the areas of number (numeration & computation), numeracy and algebraic thinking practices necessary to build meaningful approaches to learning and teaching within curriculum frameworks.

**Criteria & Marking:**

- Congruence of mathematics pedagogy answers with course content and emphases as detailed in lectures, course materials and the contemporary mathematics education literature
- Completeness of tasks and compliance with questions asked
- Accuracy and correctness of mathematics given in answers
- Organisation and structure of responses
- Legibility of answers
- Neatness of diagrams and other graphics

**This assessment item:**

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

## 5.4 Other Assessment Information

Feedback will be provided to students within three weeks of the date of submission of the portfolio.

*Literacy skills:*

Students are expected to demonstrate competency in literacy skills in all assessment items - including spelling, grammar, terminology, expression, clarity, referencing, etc. Marks will be deducted for errors in these areas. Students experiencing difficulties should seek help from the learning assistance unit.

**Important assessment information**

*Copies of assessment items:*

Students should ensure they keep copies of assessment items that they submit. Assignments are to be clearly labelled.

*Extensions on due dates:*

Students who wish to have an extension to the due date for assessment items should apply in writing at least one day before the due date (preferably earlier). Extensions are usually granted in circumstances of genuine illness, bereavement, etc. Official documentation such as medical certificates should be included with applications. Late assignments will be penalised by 10% of the total marks for each working day that the assignment is late without an extension. Students should consult the University Assessment Policy, e.g., in relation to late submission and associated penalties or any other issues related to assessment.

*Deferred exams or alternate exams:*

Students seeking deferred exams or alternate sittings should apply in writing to Student Administration.

*Submitting all assessment items:*

You must submit all assessment tasks to be eligible to receive a passing grade. Different aspects of the Course Learning Outcomes are assessed in each task.

*Supplementary Assessment:*

Supplementary assessment is available in this course in accordance with Section 8 of the University Assessment Policy. A Pass mark (50% or greater) must be achieved in the supplementary assessment item or exam to achieve the grade of 4.

*Determining final grades:*

This course conforms to the university's policy for the award of grades. Grades will be awarded according to the University assessment criteria and the specific course criteria.

Marks for all assessment items including the final will be recorded in the Marks Centre and made available to students through **My Marks** on *Learning@Griffith*.

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

#### University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

#### Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

#### Reasonable Adjustments for Assessment - Students with Disabilities Policy

This policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

#### Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

#### Application for Special Consideration, Extensions or Deferred Assessment

Students applying for deferred assessment or special consideration on medical grounds must submit a [Griffith University Student Medical Certificate](#) completed by a registered medical or dental practitioner.

#### Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

#### Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Semester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

### 6.2 Other Policies and Guidelines

#### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the semester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](mailto:Learning@Griffith) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](mailto:Learning@Griffith) website.

#### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General and laboratory health and safety information is available on the [Griffith Safe and Well](#) website.

#### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)

- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Grievance Policy](#)

## Other Course Guidelines

**Levels of literacy** must be at a tertiary level. Work that does not conform to this level may not gain a pass mark. This is a prerequisite requirement of this course. Expression must be non-sexist, non-racist. Inclusive language must be used. All assessment items submitted must be the original copy. Students should retain a back-up copy of their work.

**Extensions** must be sought prior to the due date, in writing, through the course convenor. Extensions sought after the due date will be granted only in extenuating circumstances such as provision of a medical certificate containing appropriate documentation of illness.

**Word limits must be adhered to.** Assessment items that exceed the word limit will be read to the limit. The remainder may be disregarded and marks only awarded for that which is contained within the word limit. Assignments are to be submitted electronically in this course.

All assessment items must be completed to gain a passing grade in this course. Assignments will be returned in tutorials or according to other arrangements made in tutorials. Uncollected assignments are retained by the course convenor for a period of 6 months, after which time any uncollected work will be disposed of.

### Course evaluation:

Students are requested to complete a course evaluation form online before the end of the semester

### Referencing guidelines:

All assignments must use a recognised and systematic system for citations and reference list (not a bibliography). Students are required to use the APA style for referencing sources in written work. See the Current Edition of the Publication Manual of the American Psychological Association. The APA style guide is available in the library and online at <http://libraryguides.griffith.edu.au/referencing>

### Plagiarism: Griffith University Assessment Policy:

Plagiarism is knowingly presenting the work or property of another person as if it were one's own. Griffith University believes that students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct.

# Learning Summary

Below is a table showing the relationship between the learning outcomes for this course and the broader graduate attributes developed, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate a clear understanding of teaching and learning the mathematical literacies associated with number and algebra and numeracy
- 2 Display a range of pedagogical approaches including the use of materials, language, symbols, structured activities and teaching resources for the development of mathematical concepts, processes and strategies related to number and algebra and numeracy
- 3 Display knowledge related to planning, implementing, and critiquing pedagogical and assessment practices, with respect to Mathematics curriculum frameworks
- 4 Demonstrate favourable attitudes towards involvement in mathematics and of the intellectual, behavioural and social actions required for students and their teachers in the construction of mathematical concepts, processes and strategies.
- 5 Identify and apply an awareness of inclusive practice in mathematics education
- 6 Demonstrate an ability to function as a critically reflective mathematics teacher

## Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Learning Expectations and Assessment (Lecture and tutorial)	●	●	●			
The Australian Curriculum - Subtraction (Lecture and tutorial)	●	●	●	●		●
Australian Curriculum - Multiplication (Online lecture, workshop and tutorial)	●	●		●		●
Australian Curriculum - Division (Online lecture, workshop and tutorial)	●	●	●		●	
Australian Curriculum - Pre Number (Online lecture, workshop and tutorial)	●	●		●	●	●
Australian Curriculum - Numeration (Online lecture, workshop and tutorial)	●	●	●	●	●	●
Australian Curriculum - Financial Maths (Online lecture, workshop and tutorial)	●	●	●	●	●	●
Study Week (Independent Study)						
Australian Curriculum - Common Fractions (Online lecture, workshop and tutorial)	●	●	●	●	●	●
Australian Curriculum - Decimal Fractions and % (Online lecture, workshop and tutorial)	●	●	●	●	●	●
Australian Curriculum - Algebra and Real Numbers (Online lecture, workshop and tutorial)	●	●	●	●	●	●
Australian Curriculum - Proportional Reasoning (Online lecture, workshop and tutorial)	●	●	●	●	●	●
Revision (Online lecture, workshop and tutorial)	●		●	●	●	●
<b>ASSESSMENT TASKS</b>						
Assignment	●	●	●			●

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Portfolio	•	•	•	•		•
Exam	•	•	•	•	•	•

## Graduate Attributes

Griffith University aims to prepare its graduates to be leaders in their fields by being:

- Knowledgeable and Skilled in their Disciplines
- Effective Communicators and Team Members
- Innovative and Creative with Critical Judgement
- Socially Responsible and Engaged in their Communities
- Competent in Culturally Diverse and International Environments

University wide attributes

GRADUATE ATTRIBUTES	LEARNING OUTCOMES					
	1	2	3	4	5	6
<b>A KNOWLEDGEABLE AND SKILLED IN THEIR DISCIPLINES</b>						
A1. Comprehensive knowledge and skills relating to their disciplines	•	•				•
A2. An interdisciplinary perspective						
A3. Capacity to find, evaluate and use information						
A4. Ability to apply discipline/professional skills and knowledge in the workplace			•			
<b>B EFFECTIVE COMMUNICATORS AND TEAM MEMBERS</b>						
B1. Capacity to communicate effectively with others orally						
B2. Capacity to communicate effectively with others in writing						
B3. Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines						
B4. Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts						
<b>C INNOVATIVE AND CREATIVE WITH CRITICAL JUDGEMENT</b>						
C1. Ability to use knowledge and skills to devise solutions to unfamiliar problems						
C2. Ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (eg collect, analyse and interpret data and information, generate and test hypotheses, synthesise and organise information)					•	
C3. Knowledge of research methodologies in their disciplines and capacity to interpret findings						
C4. Ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline						
<b>D SOCIALLY RESPONSIBLE AND ENGAGED IN THEIR COMMUNITIES</b>						
D1. Ethical awareness (professional and personal) and academic integrity						•

D2. Capacity to apply disciplinary knowledge to solving real life problems in relevant communities

<b>D3. Understanding of social and civic responsibilities, human rights and sustainability</b>				●		
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D4. Understanding the value of further learning and professional development

**E COMPETENT IN CULTURALLY DIVERSE AND INTERNATIONAL ENVIRONMENTS**

E1. Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples

<b>E2. Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts</b>						●
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<b>E3. A global and international perspective on their disciplines</b>				●		
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