



EDST8203

Teaching Mathematics, Science and Technology in the Primary School 1

Session 1, In person-scheduled-infrequent, North Ryde 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>5R Framework</u>	11

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Anne Forbes

anne.forbes@mq.edu.au

Susan Busatto

susan.busatto@mq.edu.au

Credit points

10

Prerequisites

Corequisites

EDST8200

Co-badged status

Unit description

This unit develops teacher education students' pedagogical content knowledge (PCK) and understanding of the aims, content and pedagogy of the NSW Mathematics K-6 and Science and Technology K-6 syllabi. Within the context of the Australian Curriculum in Mathematics, Science, and Digital Technologies, the unit focuses on the scope and depth of appropriate teaching and learning content and pedagogies. Using relevant contexts (including sustainability), teacher education students develop their numeracy and scientific literacy through the processes of Design and Production, Working Mathematically and Working Scientifically. A research-based approach supports teacher education students' understanding of primary students' conceptual and developmental stages of learning and learning progressions, and builds the ability to interpret research findings both in science and mathematics education.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Critically analyse and evaluate the current research foundations of the mathematical, scientific, design and computational thinking of students.

ULO2: Articulate and critique pedagogical principles for developing students' mathematical, scientific and computational thinking skills with reference to educational research and practice.

ULO3: Interpret and evaluate key concepts/ principles/ approaches/ developmental progressions in NSW syllabuses for mathematics, science and technology.

ULO4: Critically reflect upon the efficacy of learning resources and research-informed approaches to develop mathematical, scientific and technological skills and concepts.

ULO5: Develop strategies to plan research-informed classroom learning experiences that respond to the diversity of student learners.

ULO6: Engage in reflexive practice in relation to teaching Mathematics, and Science and Technology in the Primary School.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Use of Artificial Intelligence

Ensure that any work you submit does not report any content or ideas generated by third parties or artificial intelligence sources.

Assessment Tasks

Name	Weighting	Hurdle	Due
Portfolio for teaching mathematics	50%	No	03/04/ 2024 23:55
Reviewing, evaluating and contextualising digital resources for learning science in the primary school.	50%	No	12/06/ 2024 23:55

Portfolio for teaching mathematics

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 40 hours

Due: **03/04/2024 23:55**

Weighting: **50%**

- Explain and justify how students effectively learn the concepts and processes in the NSW Mathematics K-6 syllabus by drawing upon mathematics education research and theory.
- Create a multimedia presentation that evaluates the most effective ways for students from diverse contexts to learn the concepts and processes in the Mathematics K-6 syllabus.

On successful completion you will be able to:

- Critically analyse and evaluate the current research foundations of the mathematical,

scientific, design and computational thinking of students.

- Articulate and critique pedagogical principles for developing students' mathematical, scientific and computational thinking skills with reference to educational research and practice.
- Interpret and evaluate key concepts/ principles/ approaches/ developmental progressions in NSW syllabuses for mathematics, science and technology.
- Critically reflect upon the efficacy of learning resources and research-informed approaches to develop mathematical, scientific and technological skills and concepts.
- Develop strategies to plan research-informed classroom learning experiences that respond to the diversity of student learners.
- Engage in reflexive practice in relation to teaching Mathematics, and Science and Technology in the Primary School.

Reviewing, evaluating and contextualising digital resources for learning science in the primary school.

Assessment Type **1**: Report

Indicative Time on Task **2**: 40 hours

Due: **12/06/2024 23:55**

Weighting: **50%**

- a. For a chosen schooling Stage (Early Stage 1, Stage 1, Stage 2, Stage 3) and Content Strand/s (LW, MW, PW, E&S) prepare a report which evaluates and justifies the use of one educational app, website or other digital resource, that involves the learning and/or application of science knowledge and/or skills and/or values, as identified in the NSW K-6 Science and Technology syllabus.
- b. Describe a science investigation suited to the selected stage where the resource could be used (e.g., to help research, understand or gather or analyse data to answer a 'testable question') and detail specifically how you would use the resource, and the knowledge/skills it would support.

On successful completion you will be able to:

- Critically analyse and evaluate the current research foundations of the mathematical, scientific, design and computational thinking of students.
- Articulate and critique pedagogical principles for developing students' mathematical, scientific and computational thinking skills with reference to educational research and practice.
- Interpret and evaluate key concepts/ principles/ approaches/ developmental

progressions in NSW syllabuses for mathematics, science and technology.

- Critically reflect upon the efficacy of learning resources and research-informed approaches to develop mathematical, scientific and technological skills and concepts.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section or under weekly tabs. Please check the iLearn unit regularly.

There will be 1 x one hour lecture per week. Slides to accompany the lectures are also provided under the relevant weekly tab on iLearn. We recommend that you listen to all lectures, and make notes while you listen, to help with your study.

- Weekly Science lectures are available on the web through the ECHO360 lecture component.
- Mathematics lectures will be available on iLearn.

For Frequent attendees, weekly tutorials will be 2 hours long. You are expected to attend every tutorial and engage with your peers and teacher. Rolls will be marked every week.

For Infrequent attendees, you will be required to attend both on-campus days. Keep up with weekly lectures and readings. Rolls will be marked at each on campus day.

In tutorials / on campus days, students will discuss issues and questions arising from the lectures and prescribed readings. Readings will be available via Leganto.

The weekly program for the course with the accompanying readings/ preparation is available on the iLearn site.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Required and recommended texts

Reys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Cooke, A., Bennett, S., Ewing, B., & West, J. (2021). *Helping Children Learn Mathematics* (3rd Australian Edition). Wiley.

Skamp, K. & Preston, C. (Eds.) (2021). *Teaching primary science constructively* (7th ed.). Cengage Learning.

Forbes, A. (2023). *Primary science education: A teacher's toolkit*. Cambridge University Press. ISBN 978-1-009-26105-0

Unit Schedule

An overview of weekly content will be available on iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special

Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault

- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

5R Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilience

Students will build resilience by engaging strongly with intellectually challenging content relevant to teaching. Students will draw on social and structural supports including meaningful interaction with a range of peers as well as teaching staff in the unit.

Reflexive

Students will discuss the ways in which mathematics and science activities can be adapted to meet the learning needs of all students in their classroom and discuss their beliefs/attitudes towards mathematics and science and use it to reflect how they change during the course.

Responsive

Students will respond to a range of educational scenarios relating to mathematics and science activities.

Ready to learn

Participate and contribute to discussions and activities in tutorials.

Research engaged

Refer to academic literature to broaden your understanding of the content.

Unit information based on version 2024.01R of the [Handbook](#)