Description: Learning Difficulties: Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>EDU</td>
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<td>1, 2002</td>
<td>EXT</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Moderator: Don Rice

RATIONALE
Outside of reading difficulties, problems in mathematics represent the greatest single source of learning difficulties experienced by primary school children. Proficiency in remediating the problems experienced by children in these areas is an essential skill of the complete, competent teacher.

SYNOPSIS
This unit is concerned with the diagnosis and remediation of the difficulties primary school children experience in mathematics. Central to the unit are an explanation and description of procedures for the informal assessment and diagnosis of problems children have in the acquisition of basic mathematics concepts and the application of specific teaching strategies for the remediation of those problems.

OBJECTIVES
On successful completion of this unit students will be able to:

- demonstrate a detailed knowledge of current thinking in mathematics education, with particular reference to children with special needs;
- show a commitment to a personal philosophy of mathematics education based on soundly researched principles;
- apply a range of assessment principles and techniques in mathematics;
- diagnose errors in children's oral and written performances in mathematics;
- apply a range of remediation techniques to match the diagnosed need;
- develop a personalized program of remediation;
- modify commercial mathematics programs to suit the instructional requirements of children with special needs.
TOPICS

<table>
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<tr>
<th>Description</th>
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<td>1. ALL TOPICS ARE OF EQUAL WEIGHTING</td>
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<td>2. Current Issues in Mathematics Education</td>
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<tr>
<td>3. Mathematics Education for Children with Special Needs</td>
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<tr>
<td>4. Principles and Techniques for Diagnosis in Mathematics</td>
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<tr>
<td>5. Strategies for Intervention in Mathematics</td>
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<tr>
<td>6. Developing and Evaluating Remediation Programs in Mathematics</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

EITHER
OR
OR


Schleiger, H.E. 1993 *Diagnostic Mathematical Tasks: survey tests for Prep to Grade 6; revised and introduced by John Gough*, Geelong, Vic Deakin University Press.


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

A comprehensive set of readings is provided as a supplement to the text.

If students feel that they require additional reference materials a detailed list is provided in the Study Book.
STUDENT WORKLOAD REQUIREMENTS

ACTIVITY       HOURS
Assessment      40
Directed Study  95
Private Study   30

ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<td>Y</td>
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<td>(see note 1)</td>
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<tr>
<td>DIAGNOSTIC ACTIVITY &amp; INTERVEN</td>
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<td>Y</td>
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<td>INTERVENTION PROGRAM</td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS
1. Marking criteria are provided as part of assignment specifications.
2. An assignment, submitted after the due date without an extension of time approved by the Examiner, will attract a penalty of 10 percent of the assigned mark for each working day (or part thereof) that the assignment is late.
3. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
4. Each item of assessment must be passed.
5. Unit grades will be calculated by aggregating the weighted numerical score for each summative assessment item.