



CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Mathematics Education Practice				
Module Code	UTLGSW-15-2	Level	2	Version	1
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	BSc Mathematics				
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	CRB/DBS clearance	
Valid From	Sept 2013		Valid to	Sept 2019	

CAP Approval Date	30/05/2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module, students will:</p> <ol style="list-style-type: none"> demonstrate secure subject knowledge of the key concepts, processes and skills in the Secondary National Curriculum for mathematics at Key Stages 3 and 4 and relevant mathematics examination specifications at GCSE and A level; (component B) know the key concepts, processes and skills included in the Primary National Curriculum for mathematics and understand how these progress through Key Stage 2 into Key Stage 3; (component B) be able to observe and record outcomes of mathematics teaching and learning activities in a school classroom context in order to analyse and evaluate how these activities enable learners to develop their mathematical understanding; (component B) be able to assist mathematics teachers and learners in a classroom setting; (component B) demonstrate understanding of some of the barriers to successful learning in mathematics and appreciation of the range of intervention strategies in place to enhance achievement in national tests/examinations; (component B) demonstrate their awareness and understanding of a range of pedagogical approaches to teaching mathematics that develop learners' conceptual understanding; (components A and B) demonstrate their understanding in practice; (component A) <p>Additional module learning outcomes, not explicitly assessed in the assignments:</p> <ol style="list-style-type: none"> demonstrate capacity to work in a professional teaching environment; reflect on and articulate own views about teaching as a future career and how undertaking this module has contributed to their views; be able to communicate effectively in a professional environment and to take responsibility for reporting accurately on processes and outcomes, with due

	regard to ethical considerations, including anonymity and safeguarding.
Syllabus Outline	<p>The module will reinforce relevant mathematics subject knowledge to enable the student to assist teaching and learning in a school classroom setting. A range of approaches to teaching and learning mathematics will be explored, focusing on developing understanding. Students will be introduced to a variety of mathematics teaching and learning resources and intervention strategies.</p> <p>Approaches to observation of teaching and learning and recording of learning in mathematics will be explored.</p> <p>A series of visits to school/college settings will include informal and formal observations of mathematics teaching and learning, meetings with mathematics teachers and assisting mathematics learners.</p> <p>Taught sessions will prepare and support students in undertaking and reflecting on directed tasks during their school/college visits. Students will be briefed on safeguarding and child protection and will be required to complete a satisfactory DBS check prior to school placement.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of seminars, tutorials, workshops, presentations, directed study, online engagement and email contact as well as at least 30 hours placement-based learning relating to the learning outcomes of the module.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Small group events (seminars, tutorials, pre-placement interview, workshops, presentations): 36 hours</p> <p>Guided study (group and individual tasks, including online engagement): 12 hours</p> <p>Work related learning - at least 30 hours of work related learning in an appropriate setting/context.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes seminars, tutorials, workshops, presentations, guided study, online engagement and email contact, structured school/college /academy placement-based work.</p> <p>Independent learning: There is an expectation that students engage in approximately 2-3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation, including preparation for teaching, and completion and review of feedback.</p> <p>Independent work-based learning: At least 30 hours of placement based learning is a requirement of the module. The form of this is likely to vary but will include observing teaching and learning in an appropriate school/college/academy setting, supporting learning in classrooms, possibly some small group teaching of Secondary phase students, interviewing students and teachers. A CRB/DBS clearance will be required. Students will be supported in securing suitable and appropriately briefed placement schools.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	84	30	150	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, in-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.

All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online. If **further reading** is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Formal opportunities for students to develop their library and information skills will be provided within the induction period and by academic personal tutors and subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.

Indicative Reading List

Ahmed, A. & Williams, H (2008) *Even Better Mathematics* London: Continuum
 Boaler, J. (2010) *The Elephant in the Classroom: helping children learn and love mathematics* London: Souvenir Press Ltd
 Capel, S. Leask, M. & Turner, T. (eds) (2009) *Learning to Teach in the Secondary*

	<p><i>School: a companion to school experience</i> (5th edition) London: Routledge DfE (2010) <i>The Importance of Teaching: Schools White Paper</i> London: The Stationery Office Gates, P. (ed.) (2001) <i>Issues in Mathematics Teaching</i> London: Routledge Falmer Ofsted (2008) <i>Mathematics: Understanding the Score</i> London: HMI Smith, A. (2004) <i>Making Mathematics Count</i> London: DfES Swan, M. (2006) <i>Collaborative Learning in Mathematics: a challenge to our beliefs and practices</i> London: NRDC/ Leicester: NIACE</p>
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Part 3: Assessment

Assessment Strategy	<p>The micro-teach will enable students to demonstrate their engagement with and understanding of the module taught input and learning outcomes through the medium and pedagogical approach they take in this presentation of subject content knowledge.</p> <p>Completion of a minimum of 30 hours in a school/college/academy placement setting, during which time directed tasks, observations and reflective records will be expected, is a requisite part of the module assessment. Students will be required to attend the module taught input on safeguarding and child protection, undertake a pre-placement interview/tutorial and have secured satisfactory DBS clearance prior to attending placement.</p> <p>The school experience in addition to the module taught input will be assessed through students' reflective logs from their school placement experiences. They will be supported in the selection of 'best evidence' of learning and critical reflection and evaluation, as appropriate for undergraduate learners at Level 2.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
A 'micro-teach' (15 minutes) of a mathematical topic to tutors and peers (this is like a presentation, simulating a teaching episode).	100%
Component B Description of each element	Element weighting (as % of component)
A selection from a series of written reflective evaluations (equivalent to 1500 words) based on directed tasks and observations undertaken in a school/college/academy placement.	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
A 'micro-teach' (15 minutes) of a mathematical topic to tutors (this is like a presentation, simulating a teaching episode).	100%

Component B Description of each element	Element weighting (as % of component)
A written reflective evaluation (1500 words) based either on the placement experience or on learning during the module (as agreed with tutor).	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	