

EDUC 463

PRINCIPLES AND METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS
SUMMER 2011 SYLLABUS

DESCRIPTION CONCEPTUAL FRAMEWORK OBJECTIVES READINGS POLICIES ASSIGNMENTS
SELF-SURVEYS



We believe in:

- Reflection
- Multiple ways of knowing
- Collaboration
- Evidenced-based practice
- Access, equity, and fairness



B. Conceptual Framework of the School of Education

In designing this course the five central concepts that guide the work of the faculty of the School of Education were taken into consideration. The five concepts at the base of our efforts in the School are: **1) reflection, 2) a shared belief in the value of multiple ways of knowing, 3) collaboration, 4) evidenced based practice, and 5) a commitment to access, equity, and fairness.** In this course, students are prompted to reflect on their work so as to develop their meta-cognitive competencies. With these competencies honed, they do not have to rely on external indicators to know when they are making progress in their conceptual understandings. In this course, students learn to respect the multiple ways of coming to know, the variety of epistemologies studied, and the multiple ways of helping others learn. In this course, the “evidence based practice” goal comes into focus when students are asked to make their thinking visible while providing evidence for and justification for their problem solving strategies. In this course, the centrality of collaboration emanates from a Vygotskian-perspective that suggests that knowledge is constructed within social relationships. Operating within sets of cultural norms, communities of learners influence interactions among individuals. In our community of learners, we attempt to create a classroom culture that supports learning with understanding. Finally, a commitment to “equity, access and fairness” is at the nexus of all the course objectives. Students in this course learn through the course objectives that all learners, without exception, should be allowed to experience the power of mathematics. All learners should have access to high quality mathematics courses and teachers, and all learners in the teaching/learning/assessing cycle must be treated fairly and equitably.



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