



Course syllabus

Board of Education Science

School of Computer Science, Physics and Mathematics

2MAÄ03 Verksamhetsförlagd utbildning för ämneslärare i matematik
I - inriktning mot arbete i årskurs 7-9, 7,5 hp, 7,5 högskolepoäng

Teaching practice placement for lower secondary school teachers of
Mathematics I, 7.5 credits

Main field of study

Mathematics

Subject Group

Mathematics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by the Board of the School of Computer Science, Physics and Mathematics
2012-03-30

The course syllabus is valid from autumn semester 2012

Prerequisites

1 MAÄ01 Mathematics I – for lower secondary school teachers, 1-30 credits and
1 MAÄ03 Mathematics II – for lower secondary school teachers, 31-60 credits, or
equivalent

Objectives

After the course the student will, in accordance with current policy documents, be able to formulate clear learning objectives which are meaningful and appropriate to and understandable for pupils.

The student will be able to apply subject knowledge and didactic skills and based on these be able to perform a math teacher's duties.

The student will be able to evaluate the extent to which learning objectives have been achieved and adapt the choice of teaching methods, activities and materials as well as other resources in relation to learning objectives and the current group of pupils.

The student masters the formative assessment of pupils' progress in mathematics and that under current policy documents rate their math skills.

The student understands and acts in relation to the social and cultural context in which they encounter in their Teaching Practice Placement (TPP = VFU).

Content

The course covers the following topics:

- auscultation
- participation in the teacher / supervisor all duties
- policy documents
- planning, implementation, documentation and evaluation of mathematical topics
- documentation and evaluation of pupils' knowledge

Professions base and professional progression

The course is the first stage in the student's work placement professional progression. The course places great emphasis on the student's communicative abilities in listening, speaking and writing in support of the educational activities.

Scientific approach and scientific progression

As for the student's scientific progression the course is the first opportunity to note the activities issues and problems and relate them to the rest of education.

Required presence

During the practical part of training the student should be present and participate actively in the activities during five weeks full time.

Type of Instruction

Teaching Practice is in itself a form of teaching in which the student develop the teaching profession relevant action competencies, general as well science education. Instruction is also in the form of dialogue and reflection on experiences and teaching situations involving a Teaching Practice supervisor and teacher trainers.

Examination

The course is assessed with the grades Fail (U) or Pass (G).

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Examination of the expected learning outcomes occurs through observations of the individual student's actions in the educational activities and follow-up dialogues between the student, Teaching Practice supervisor and teachers from the University.

Course Evaluation

After completing the course, a course evaluation is compiled and written feedback to the students. The statement recognized for the current institutional bodies and for the relevant Programme Board, and filed by the course coordinator department.

Required Reading and Additional Study Material

Required Reading

Bergsten, Christer, Häggström, Johan & Lindberg, Lisbeth (1997). Algebra för alla. Nämnaren Tema, NCM. ISBN 9188450082

Emanuelsson, Göran, Wallby, Karin, Johansson, Bengt & Ryding, Ronnie (2000). Matematik – ett kommunikationsämne. Nämnaren Tema, NCM. Göteborgs universitet, 1996. P 150. ISBN 9188450066

Hansen, Hans Christian, Skott, Jeppe & Jess, Kristine. (2009). Matematik för lärare. Ypsilon band 1, Gleerups förlag. ISBN13: 9789140668134

Myndigheten för skolutveckling, Mer än matematik, Liber distribution, 2008, ISBN 9789185589463

National Research Council (2001). Adding it up: Helping Children learn mathematics. In Jeremy Kilpatrick, Jane Swafford, & Bradford Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. (app. 100 p), ISBN13:

9780309069953

Skolverket. Kursplan och betygskriterier för ämnet matematik. Stockholm: Skolverket.
www.skolverket.se/sb/d/165/a/8906