

## 26626 - Didactics: Arithmetic II

### Información del Plan Docente

<b>Academic Year</b>	2017/18
<b>Faculty / School</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	300 - Degree in Primary School Education 298 - Degree in Primary School Education 299 - Degree in Primary School Education
<b>ECTS</b>	6.0
<b>Year</b>	3
<b>Semester</b>	Half-yearly
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### 1. General information

#### 1.1. Introduction

##### Brief presentation of the subject

"Didáctica de la aritmética II" is a 6 ECTS compulsory course, and is taught in the first term of the third year of the degree.

"Didáctica de la aritmética II", "Didáctica de la aritmética I" y "Didáctica de la Geometría" form the subject "Enseñanza y aprendizaje de las Matemáticas" whose goal is the mathematical training of the prospective Primary school teacher, both in the mathematical and didactical aspects of the knowledge.

##### Syllabus of the subject

- Didactical aspects of the linear magnitudes and its measure.
- Didactical aspects of the rational number: Models, representations and operations.
- Rational number arithmetic in the Primary School curriculum.
- Didactical situations or resources for the learning and teaching of the positive rational number in Primary Education.

These contents are organized in units. Inside each unit, both mathematical and didactical aspects will be studied jointly.

#### 1.2. Recommendations to take this course

**1.3.Context and importance of this course in the degree****1.4.Activities and key dates****2.Learning goals****2.1.Learning goals**

1. The student rebuilds his knowledge referring to positive rational number and the measure of continuous quantities in Primary Education by adapting them to the professional needs of teachers.

2. The student enunciates and solves adequate arithmetic problems to introduce the different representation systems of positive rational number (fraction, decimal expression, percentage and scale) and to justify relationships and operations between positive rational numbers.

3. The student accurately uses mathematical language.

4. The student describes and assesses the successive states of knowledge and learning difficulties of primary school pupils during the acquisition process of the contents related to rational number.

5. The student analyses and designs didactical situations or resources for the learning and teaching of the positive rational number in Primary Education.

**2.2.Importance of learning goals****3.Aims of the course and competences****3.1.Aims of the course****3.2.Competences****4.Assessment (1st and 2nd call)****4.1.Assessment tasks (description of tasks, marking system and assessment criteria)****5.Methodology, learning tasks, syllabus and resources****5.1.Methodological overview****5.2.Learning tasks****5.3.Syllabus****5.4.Course planning and calendar****5.5.Bibliography and recommended resources**