

26637 - Mathematics: Learning Difficulties

Información del Plan Docente

Academic Year	2018/19
Subject	26637 - Mathematics: Learning Difficulties
Faculty / School	107 - Facultad de Educación
Degree	298 - Degree in Primary School Education
ECTS	6.0
Year	4
Semester	Half-yearly
Subject Type	Optional
Module	---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

1. The student analyzes the specific difficulties that pupils may encounter on the learning of arithmetics. As a result the student understands the need of using didactical resources in the teaching and learning processes.

2. The student plans, selects resources and designs personalized recovery teaching activities.

3. The student assess the didactical intervention and precisely describes its effects. He describes the knowledge stages and the difficulties observed in the pupil.

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

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The learning process that has been designed for this subject is based on the presence of future teachers at a school to perform didactic interventions that allow to detect and to deal with the difficulties of mathematical learning of Primary Education students. Those interventions lead our students to observe, act and reflect upon what has been observed with the help of the teaching staff of this subject, establishing a link between the theoretical content learned in the subjects Didactics of Arithmetic I and Didactics of Arithmetic II, and professional practice. This external practice is complemented by the small group seminar sessions (from 4 to 6 students) that are held in the Faculty and allow to analyze the observed issues and to prepare new interventions with the help of the teachers of the subject. As a result, it is expected that students acquire skills that allow them to better integrate the theoretical knowledge taught in the degree and, on the other hand, an experimental knowledge of great use for their later incorporation into their profession.

4.2. Learning tasks

This is a 6 ECTS course organized as follows:

- * Theory session (16 hours). The contents described in the following section of this guide are studied.
- * Internship (22 hours). Lessons taught by the students at CEIP Recarte and Ornat accompanied and assisted by the teaching staff of this subject.
- * Seminar (8 hours). Seminar sessions in small group, from 4 to 6 students, devoted to review their interventions and design new proposals to develop at the school.
- * Autonomous work (104 hours). It includes the homework proposed by the teaching staff of this subject, as well as the search and elaboration of didactic materials, analysis of their didactic interventions and preparation of reports.

4.3. Syllabus

The course will address the following topics:

- Learning difficulties in arithmetic and their causes.
- Criteria for developing teaching interventions on school arithmetic.
- Outline of the session comprising the following situations: recitation, cardinality and ordinality with counting, problem solving, reading and writing of numbers, oral and written operations, and arithmetic games.
- Design and use of didactic materials for the teaching of school arithmetic.

4.4. Course planning and calendar

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Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the "<https://moodle2.unizar.es/add/>".

4.5. Bibliography and recommended resources