

EDU118 Foundations of Numeracy

School: School of Education and Tertiary Access

2024 | Semester 1

UniSC Sunshine Coast

UniSC Moreton Bay

UniSC Fraser Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course enables you to gain an understanding of the essential role that numeracy plays in the context of children's learning from early childhood through to the primary school years. It also develops your personal knowledge about numeracy and foundational mathematics concepts for numeracy. Focus is placed on: teacher personal numeracy; the content and process demands of the Australian Curriculum: Mathematics in the primary years, and the principles and practices of teaching and learning that guide instruction.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Learning materials will be available each week that include pre-recorded material and follow-up activities. Weekly notes will be available to accompany all lectures to support your learning. | 2hrs | Week 1 | 9 times |
| Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of two hours. Weekly tutorial notes will be available to accompany all tutorials to support your learning. There will be a scheduled weekly tutorial of two hours. . | 2hrs | Week 1 | 10 times |
| ONLINE | | | |
| Learning materials – Learning materials will be available each week that include pre-recorded material and follow-up activities. Weekly notes will be available to accompany all lectures to support your learning. | 2hrs | Week 1 | 9 times |
| Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of two hours. Weekly tutorial notes will be available to accompany all tutorials to support your learning. | 2hrs | Week 1 | 10 times |

1.3. Course Topics

This course will cover topics associated with numeracy as a cross-curriculum priority. Specific topics include: numeracy across the curriculum; numeracy and mathematics; numeracy in Number and Algebra; numeracy in Measurement and Geometry; numeracy in Probability and Statistics; numeracy in the real-world; authentic numeracy tasks; critical numeracy; national numeracy assessments and the mathematics curriculum.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|--|--|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Australian Institute for Teaching and School Leadership |
| 1 Demonstrate your applied knowledge of numeracy as a major educational priority and a professional standard, and design innovative numeracy activities for young learners. | Knowledgeable Creative and critical thinker Empowered Engaged | 1, 1.2, 2, 2.1, 2.5, 3.3, 3.7, 6.4, 7, 7.3 |
| 2 Reflect on and evaluate your knowledge and understanding of numeracy as a key educational priority and professional standard, to develop and refine your personal numeracy skills and identify your personal numeracy goals. | Knowledgeable Creative and critical thinker Empowered | |
| 3 Devise, design and organise engaging numeracy opportunities that are appropriate for young learners. | Creative and critical thinker Empowered Engaged | |
| 4 Synthesise research and educational policy to critically evaluate numeracy as a key educational goal, to identify numeracy opportunities in the school curriculum and at home, and communicate the importance of numeracy to a range of audiences. | Knowledgeable Creative and critical thinker Empowered Engaged | |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|--|
| AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP | |
| 1 | PROFESSIONAL KNOWLEDGE: Know students and how they learn |
| 1.2 | Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. |
| 2 | PROFESSIONAL KNOWLEDGE: Know the content and how to teach it |
| 2.1 | Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area |
| 2.5 | Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |

| CODE | COMPETENCY |
|------|---|
| 3.3 | Use teaching strategies: Include a range of teaching strategies. |
| 3.7 | Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process. |
| 6.4 | Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. |
| 7 | PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community |
| 7.3 | Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers. |

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Self diagnostic exercise in Week 2 to inform Task 1.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|--------------------|---------------------|-------------|--|-----------------------|---------------------------|
| All | 1 | Written Piece | Individual | 20% | 500 words | Week 4 | Online Submission |
| All | 2a | Quiz/zes | Individual | 10% | Four quizzes to be completed between Week 3-8; | Week 5 | Online Test (Quiz) |
| All | 2b | Quiz/zes | Individual | 40% | One hour | Week 8 | Online Test (Quiz) |
| All | 3 | Oral | Group | 30% | 10 minutes/group in class. | Week 9 | In Class |

All - Assessment Task 1: Reflection and understanding of numeracy

| | | |
|------------------|---|----------------------------------|
| GOAL: | To write: a. A reflection of personal strengths and weaknesses in numeracy (200 words) b. Academic paragraph/s on the changing understanding of the nature of numeracy and pedagogical approaches (300 words) | |
| PRODUCT: | Written Piece | |
| FORMAT: | Context: Identifying your weaknesses in numeracy and demonstrating understanding of numeracy. Student's role: Reflect personally and apply some researched evidence. Audience: Your tutor. Mode: written. Medium: Written paragraphs. Text type: Personal reflection (can be in the first person) and academic paragraph/s (in the third person). | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Application of knowledge and understanding of numeracy as a major educational priority. | 1 |

All - Assessment Task 2a: Math Learning Platform Quiz

| | | |
|------------------|--|----------------------------------|
| GOAL: | The goal of this task is to demonstrate your knowledge and understanding of numeracy as a national educational goal and professional standard | |
| PRODUCT: | Quiz/zes | |
| FORMAT: | Online quiz made available to students from Weeks 3-8. Responses submitted online through the Math Learning Platform. Mathematics and numeracy questions with multiple choice answers to choose or short answer items. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Application of knowledge and understanding of numeracy as a professional standard | 1 2 |
| | 2 Reflection and analysis of personal numeracy professional competencies | 1 2 |
| | 3 Application of personal numeracy competencies to numeracy problem situations | 1 2 |

All - Assessment Task 2b: Online quiz (completed during tutorial in Week 8)

| | | |
|------------------|--|----------------------------------|
| GOAL: | The goal of this task is to demonstrate your knowledge of numeracy as a professional standard and evaluate your own personal numeracy professional development | |
| PRODUCT: | Quiz/zes | |
| FORMAT: | Online Quiz in CANVAS | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Application of knowledge and understanding of numeracy as a professional standard | 1 2 |
| | 2 Reflection and analysis personal numeracy professional competencies | 1 2 |
| | 3 Application of personal numeracy competencies to numeracy problem situations | 1 2 |

All - Assessment Task 3: Group oral presentation

| | | | |
|------------------|--|---|----------------------------------|
| GOAL: | Students will be encouraged to demonstrate multiple pathways for solving a problem (selected from a list provided on CANVAS) drawing on some of the strategies presented during weekly tutorials. | | |
| PRODUCT: | Oral | | |
| FORMAT: | Context: Demonstrating your knowledge of numeracy problem solving. Student's role: Present an oral presentation (in a group of three students). Audience: Your tutor and fellow students. Mode: oral. Medium: presentation | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Application of knowledge and understanding of numeracy as a major educational goal and professional standard | 1 3 4 |
| | 2 | Justification, selection, and design of numeracy opportunities for young children using credible evidence and sources | 1 3 4 |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Submission penalties

Penalties for late submission of assessment tasks

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10.General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au