

COURSE NUMBER: EDUC. 475-04

COURSE NAME: Designs for Learning: Mathematics
(Elementary)

SEMESTER: Summer/1974 (Intersession)

CALENDAR DESCRIPTION

Planning for learning; creating learning environments; developing teaching strategies and materials.

COURSE INFORMATION

| <u>Instructor</u> | <u>Dates</u> | <u>Day(s)</u> | <u>Time(s)</u> |
|-------------------|-----------------|---------------|------------------|
| Prof. J. Trivett | May 6 - June 14 | T, R | 1:00 - 5:00 p.m. |

This course is for Professional Development Program students who expect to teach mathematics from K through 7th grades.

Main concerns will include a study of topics essential to any elementary mathematics programme and how to communicate these best to children with relevancy and joy.

Since the curriculum changes in 1972 we can with pleasure quote the B.C. guide:

" Before any formal mathematics can be understood there must be a wealth of manipulative experiences through which concepts and relations are understood at an intuitive level. Mathematics as a discipline, as a formal structure, must be built upon a sound foundation of concrete experiences."

We shall approach the task through the 'subordination of teaching to learning' using the powers and gifts which all participants bring to every lesson. That guarantees much growth and the acquisition of changed attitudes which many of us may not have previously experienced!

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DESIGNS FOR LEARNING - MATHEMATICS

Ed. 475-04

J.V. Trivett

With the recent authorisation of four texts by the B.C. Department of Education, together with the fresh breeze that seems to be blowing across the educational scene in this province, great progress is expected in the teaching and learning of mathematics during the next few years.

It is in this setting that this course will aim at helping elementary school teachers as well as university students interested in the teaching of mathematics to translate into secure knowledge and classroom practice some of the trends which have been hesitatingly tried by a few in recent years.

- . The creative use of manipulative aids
- . Computation made easy and delightful
- . Scope and sequences
- . Blends of group work with the needs of each individual
- . Mathematics as a personal experience

Concerns such as "those who 'don't get it'" and the relevance of mathematics will be studied. Participants who are teachers will be expected to use weekly in their schools what is met in the course, feeding back to the group their successes and difficulties. Those who are still university students will be encouraged to work with children as far as they can. The format of meetings will be informal, participatory and practical, yet thorough.

No one guide book is prescribed although a list of recommended readings is available. Acquaintance with some of the newly approved text books is urged.

Texts:

Association of Teachers of Mathematics (England)
Notes on Mathematics in Primary Schools,
Macmillan of Canada, 1967.

(Note: 'Primary' in England = 'Elementary' in Canada)