EDUC6645
Group Project Assignment
50%of grade (25%+25%)

This assessment has 2 equally weighted parts: Group Tutorial Presentation and Individual Reflective Report.

Timeline:

Email 2 choices for selected topic to Jana	Monday 19 April, 2010, 16:30	
Presentation[1]	See "Presentation dates & times" below	25% of grade
Individual Report	1 week after your presentation	25% of grade

Group Tutorial Presentation (from Course Profile)

Weight: 25%

Task Description:

In groups of 3-4, you are to research an issue relevant to the mathematics curriculum at the secondary school level [see your group and topic in tables below]. You are to plan a seminar presentation on that topic and conduct the seminar during your scheduled time. You will have 50 minutes for your presentation This is an opportunity for you to demonstrate good teaching practice in terms of timing, good communication, expert classroom management, generating and sustaining motivation, engaging learners, catering to a range of learning styles, promoting interest and deep learning. With 3-4 members in each group, all group members must be seen to contribute.

Criteria & Marking: Download and read document **Group Seminar Criteria** (you can find this in course profile and on Blackboard)

Individual Reflective Report (from Course Profile)

Weight: 25%

Task Description:

This is an individual written assignment, based on the issue that was the focus of your group tutorial presentation. The literature and other references you sourced for preparation of your tutorial presentation will be the basis for material presented in your essay.

Criteria & Marking: Download and read documents **Essay Criteria** and **Essay Detail** (you can find these in course profile and on Blackboard)

Due Date: One week after your group presentation (see table below for your presentation date)**.**

[1] Your **participation points** during presentations period will be determined by your participation in lecture and your written constructive feedback to presenters

Presentation dates by group		
Group	**Date**	**Room & Time**
L	**13-Jul**	lecture room, 10-11am
A	**13-Jul**	tutorial room & time
B	**20-Jul**	tutorial room & time
C	**27-Jul**	tutorial room & time
D	**5-Oct**	tutorial room & time
E	**12-Oct**	tutorial room & time
F	**19-Oct**	tutorial room & time
X	**12-Oct**	room s504, 1-2pm

Project Groups and contact detail

T1

Group			Email
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X	Kristen	Hooper	s4102454@student.uq.edu.au

T1-L 11-Relational vs instrumental learning of **(topic)**

T1-B 3-Girls and mathematics – what's the issue?
T1-C 6-Connections between mathematics and science
T1-D 4-Technology – promoting laziness or understanding?
T1-E 12-Inclusive practices in mathematics teaching
T1-F 2-A common core curriculum fails to support all learners of mathematics

T2

Group			Email
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T2-A 12-Inclusive practices in mathematics teaching
T2-B 5-Numeracy across the curriculum, not just the responsibility of mathematics teachers
T2-C 8-Tests are the only true ways to measure mathematics learning
T2-D 3-Girls and mathematics – what's the issue?
T2-E 7-Textbooks – the bane of effective teachers or a valuable resource?
T2-F 4-Technology – promoting laziness or understanding?

T3

Group			Email
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T3-A 11-Relational vs instrumental learning of **(topic)**
T3-B 12-Inclusive practices in mathematics teaching
T3-C 3-Girls and mathematics – what's the issue?
T3-D 5-Numeracy across the curriculum, not just the responsibility of mathematics teachers
T3-E 4-Technology – promoting laziness or understanding?
T3-F 8-Tests are the only true ways to measure mathematics learning

T4

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X	Kristen	Hooper	s4102454@student.uq.edu.au

T4-A 4-Technology – promoting laziness or understanding?
T4-B 5-Numeracy across the curriculum, not just the responsibility of mathematics teachers
T4-C 7-Textbooks – the bane of effective teachers or a valuable resource?
T4-D 3-Girls and mathematics – what's the issue?
T4-X 8-Tests are the only true ways to measure mathematics learning