

Course Unit	-	Field of study	-
Master in	Pre-school and Primary School Teacher Education	School	School of Education
Academic Year	2023/2024	Year of study	1
Type	Semestral	Semester	1
Level	2-1	ECTS credits	5.0
Code	5050-765-1107-00-23		
Workload (hours)	135	Contact hours	T - TP 35 PL - TC - S - E - OT 10 O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Cristina do Espírito Santo Martins

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Relate and apply geometric concepts, representations and procedures in diversified contexts.
2. Relate and apply numerical concepts, representations and procedures in diversified contexts.
3. Use transversal mathematical skills in diverse contexts.
4. Solve mathematical problems, communicating their own ideas and interpreting the other people's ideas.

Prerequisites

Before the course unit the learner is expected to be able to:

1. Relate and use mathematical concepts.
2. Read and interpret mathematical information.

Course contents

1. Geometric topics. 2. Numerical topics. 3. Mathematical processes.

Course contents (extended version)

1. Geometric topics.
 - Topological notions.
 - Symmetry.
 - Friezes, rosettes, patterns, tessellations.
2. Numerical topics.
 - Number sense.
 - Rational numbers.
 - Algorithms of numerical operations.
 - Sequences and numerical regularities.
3. Mathematical processes.
 - Mathematical communication; mathematical connections; and mathematical representations.
 - Computational thinking; mathematical reasoning; and problem solving.

Recommended reading

1. Palhares, P. , Gomes, A. , & Amaral, E. (Eds.) (2011). Complementos de matemática para professores do ensino básico. Lidel.
2. Veloso, E. (2012). Simetria e transformações geométricas. Associação dos Professores de Matemática.
3. Palhares, P. (Eds.) (2004). Elementos de matemática para professores do ensino básico. Lidel.
4. Breda, A. , Serrazina, L. , Menezes, L. , Sousa, H. , & Oliveira, P. (2011). Geometria e medida no ensino básico. DGIDC, Ministério da Educação.
5. National Council of Teachers of Mathematics. (2017). Princípios para a ação: Assegurar a todos o sucesso em matemática. Associação de Professores de Matemática.

Teaching and learning methods

1. Content exploration using, for example, explanation processes, texts discussions, writing reports or researching work. 2. Discussions of themes in small or large groups. 3. Individual or group work. 4. Resolution of tasks of different type and nature.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 50% (Written summative test.)
 - Work Discussion - 50% (Implementation and discussion of the proposed tasks or individual or group works.)
2. Assessment by examination - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Maria Cristina do Espírito Santo Martins	Manuel Celestino Vara Pires	Ilda da Purificação Freire Ribeiro	Carlos Manuel Costa Teixeira
02-01-2024	13-01-2024	14-01-2024	14-01-2024