ECE 232 CHILDREN LEARNING MATHEMATICS

ASSIGNMENT (60%)

Introduction

This Guide explains the basis on which you will be assessed in this course during the semester. It contains details of the facilitator-marked assignment.

One element in the assessment strategy of the course is that all students should have the same information as facilitators about the Assignment. This guide also contains the marking criteria that facilitators will use in assessing your work.

Please read through the whole guide at the beginning of the course.

Academic Writing

Plagiarism

i) What is Plagiarism?

Any written assignment (essays, project, take-home exams, etc) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are:

- Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)
- Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations.
- Other sources: often include essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- Works by others: Taking credit deliberately or not deliberately for works produced by another without giving proper acknowledgement. Works includes photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- The student submits the same essay to two or more courses.

ii) How can I avoid Plagiarism?

- Insert quotation marks around ‘copy and paste’ clause, phrase, sentence, paragraph and cite the original source.
- Paraphrase clause, phrase, sentence or paragraph in your own words and cite your source
- Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- Attempt to write independently without being overly dependent of information from another’s original works
- Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright (legally protected).

b) Documenting Sources

Whenever you quote, paraphrase, summarise, or otherwise refer to the work of another, you are required to cite its original source documentation. Offered here are some of the most commonly cited forms of material.

Direct
Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. “Just as children’s musical skills will likely lay fallow in an environment that doesn’t encourage music, learner’s thinking skills tend to languish in a culture that doesn’t encourage thinking” (Tishman, Perkins and Jay, 1995:5).

Indirect
According to Wurman (1988), the new disease of the 21st century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

c) Referencing
All sources that you cite in your paper should be listed in the Reference section at the end of your paper. Here’s how you should do your Reference.

From a Journal
DuFour, R. (2002). The learning-centred principal: Educational Leadership, 59(8). 12-15.

From an Online Journal
Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. Mind, 110, 335-367.

From a Webpage
National Park Service. (2003, February 11). Abraham Lincoln Birthplace National Historic Site. Retrieved February 13, 2003, from http://www.nps.gov/abli/

From a Book
Naisbitt, J. and Aburdence, M. (1989). Megatrends 2000. London: Pan Books.

From an Article in a Book
Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds). Teaching thinking skills: Theory and practice. New York: W.H. Freeman and Company. 27-37.

From a Printed Newspaper
Holden, S. (1998, May 16). Frank Sinatra dies at 82: Matchless stylist of pop. The New York Times, pp. A1, A22-A23.

ASSIGMENT (Total - 60%)

The aim of the assignment is to assess your ability to apply, analyse, evaluate and create which are the higher order learning outcomes of Bloom's Taxonomy.

IMPORTANT:

- **Marks will be deducted (or given a zero) if there is evidence:**
  - of copying from each other
  - the work is done by someone other than yourself

- **Cutting and pasting of materials from the internet or learning materials.**

The Assignment (60%) consists of THREE parts as follows:

Part A: [10%]

Read the article ***"Developing Realistic and Child-friendly Learning Model for Teaching Mathematics"*** by *Nining Setyaningsih, Sri Rejeki and Naufal Ishartono.*

Answer the following questions:

1. Briefly discuss the purpose of the study, method use and the sample studied [0.5 page]

2. Discuss the main findings of the study [3 pages]

3. Implication and Conclusion of the study [1.5 pages]

Part B: [20%]

Write a report on the following:

Teaching of Mathematics in a Preschool: My Observations

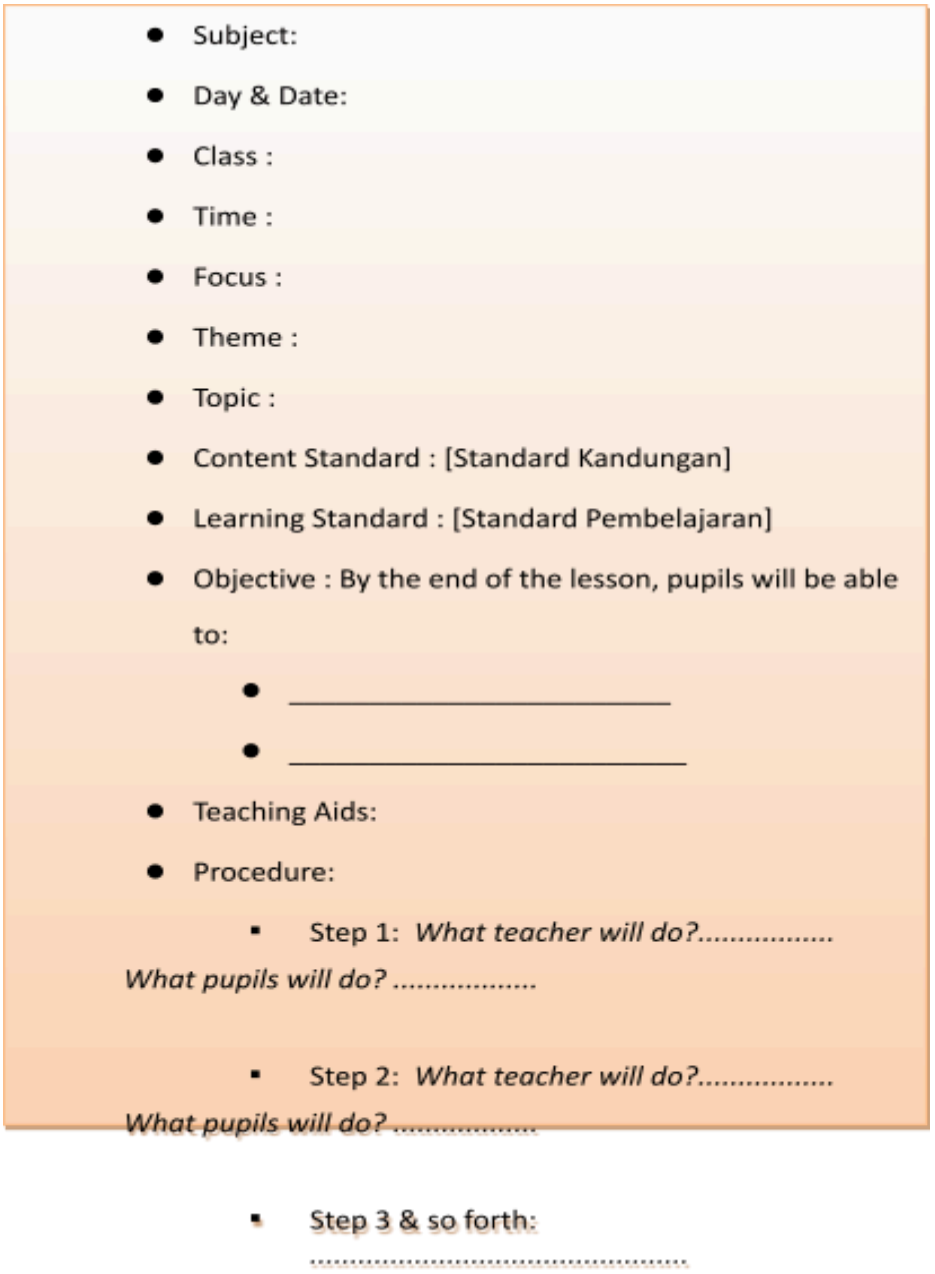
- Observe how mathematics is taught in your preschool or any other preschool.
- How is mathematics taught?
  - Teaching methods used
  - Are the mathematics learning activities engaging children?
  - Are teachers knowledgeable and skilled to teach mathematics?
- Do you think children understand?
- Are children enjoying themselves?
- Any other observations
- Your comments
- You do not need to make references – They are your own thoughts.

Part C: [30%]

The purpose of this part of the assignment is to assess your ability to design a lesson for teaching mathematics and implementing it in the classroom. The children you are planning to teach can be in a Nursery (TASKA) OR kindergarten (TADIKA).

Step 1 - Design and Develop a Lesson Plan

- Select a topic from any Mathematics Curriculum.



- Subject:
- Day & Date:
- Class :
- Time :
- Focus :
- Theme :
- Topic :
- Content Standard : [Standard Kandungan]
- Learning Standard : [Standard Pembelajaran]
- Objective : By the end of the lesson, pupils will be able to:
  - _____
  - _____
- Teaching Aids:
- Procedure:
  - Step 1: *What teacher will do?.....*
  What pupils will do? .....
  - Step 2: *What teacher will do?.....*
  What pupils will do? .....
  - Step 3 & so forth:
  .....

- Design a 30 min lesson for teaching mathematics to children using the format provided above.

Step 2 - Implement the Lesson Plan

- Implement your lesson as planned in Step 1.
- Take photographs of your lesson
  - 2 photos of the children engaged in your lesson

- 1-2 photos of yourself (the teacher)
- 1-2 photos of the teaching aids used

Submit the following as ONE file:

- Lesson Plan (you decide on the number of pages)
- Attach photos of your teaching with captions
- Attach photos of the teaching aids used
- Attach any other documents used (if relevant) – such as worksheets & others
- Attach a section on 'Reflection of My Lesson' – 1.5 page – telling how you feel about the lesson
    - Did you achieve what your planned? If not, why? Give reasons
    - The children to lesson
    - Do you think your lesson was effective?
    - Problems (if any) that cropped up
    - How do you intend to teach differently?

Notes:

- Make your lesson as interesting as possible. Be creative!
- Make your teaching aids as creative as possible. Check out from the internet for ideas on how you can make interesting and attractive teaching aids.
- Show in the Lesson Plan how you intend to use the Teaching Aids.

GENERAL INSTRUCTIONS

a) Use your own words.

b) Submit your assignment through myPLS

c) IMPORTANT: If you copy and paste from the learning materials or from other sources, **marks will be deducted**.

d) Format for the assignment:
    a. New Times Roman font – size 12
    b. 1½ spacing on A-4 paper

e) Make sure you have a softcopy of your Assignment safely stored.

END OF QUESTION PAPER

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ASSIGNMENT

JANUARY 2023 SEMESTER

SUBJECT CODE	:	**ECE 232**
SUBJECT TITLE	:	**CHILDREN LEARNING MATHEMATICS**
LEVEL	:	**GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION**

STUDENT'S NAME	:	
MATRIC NO.	:	
PROGRAMME	:	
ACADEMIC FACILITATOR	:	
LEARNING CENTRE	:	