

COURSE TITLE		MATH METHODOLOGY SEMINAR				
Code	PMM126	Year of study	Graduate study, I. year			
Lecturer(s)	Željka Zorić	ECTS credits	3			
Assistants		Teaching methods (hours per semester)	L	S	E	F
			0	45	0	0
Course status	Compulsory	e-learning %				
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none"> introduce students to a selection of current topics in math lessons compare traditional teaching methods with modern trends in mathematics education prepare students for lifelong learning in mathematics education 					
Course prerequisites for enrolment and competency requirements	No prerequisites for the course.					
Expected learning outcomes on course level (4-10 learning outcomes)	<p>After finishing the course, students should be able to:</p> <ul style="list-style-type: none"> research and present a topic in methodology within a selected topic in methodology extract the parts they wish to include in their teaching demonstrate and recommend how to include the extracted parts into teaching process adjust modern trends to teaching 					
Detailed course content according to teaching hours	<p>On the first class of the course students will choose the topic of their seminar report, receive a detailed instructions on how to write it and present it, and arrange a date on which the presentation will be held. By then, there will be no lectures.</p> <p>Several topics for seminar reports:</p> <ul style="list-style-type: none"> Motivation in math education The role of textbooks in teaching math Innovations in teaching math Mental maps Quizzes in teaching math Teaching strategies Success factors in teaching Communication skills and teaching Failure (backwardness) in teaching Non-verbal communication and teaching Fun math Historical topics in teaching math Math contests 					
Types of teaching methods	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> entirely <i>online</i> <input type="checkbox"/> e-learning, combination <input type="checkbox"/> field work		<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship <input type="checkbox"/> (fill in)			

Student obligations	<ul style="list-style-type: none"> • regular attendance • write a seminar report on selected topic • submit a written report • present a report • actively participate in the classes 					
Monitoring students practice (<i>enter ECTS credits for each activity so that total ECTS credits correspond to subject scores</i>)	Attendance	1	Research		Praxis	
	Experiments		Paper		(fill in)	
	Essays		Report	2	(fill in)	
	Preliminary exam		Oral exam		(fill in)	
	Written exam		Project		(fill in)	
Evaluation and assessment of student performance in the course and on the final exam	<p>Students who were regular in attending classes (over 80%), who wrote and presented a seminar paper and got a passing grade, have the right to obtain the signature.</p> <p>Students with the right to the signature have their grade formed according to the grade of their report – written part (40%), presentation (50%) and activity during the seminar (10%).</p>					
Obligatory literature (available in the library or through other media)	Title				Number of copies in the library	Availability through other media
	Journals Matka, Matematika i škola, Poučak, Matematičko-fizički list					
	G. I. Hleizer, Povijest matematike za školu, MB, Školske novine & HMD, Zagreb, 2003.					
	B. Pelle, Tako poučavamo matematiku, Školske novine i HMD, Zagreb, 2004					
	Zbornici radova stručno-metodičkih skupova, HMD Istra – Rovinj i Pula, od 1999 do 2013					
	Zbornici radova susreta i kongresa nastavnika matematike, HMD, Zagreb, od 1992 do 2014					
Additional literature	<p>I. Smolec, Praksa i filozofija učenja, Školske novine, Zagreb, 2002</p> <p>V. Kadum, Zaostajanje učenika u matematici, Pedagoški fakultet u Puli, Pula, 1997</p> <p>S. Cowley, Tajne uspješnog rada u razredu, ŠK, Zagreb, 2006</p> <p>W. Mattes, Rutinski planirati – učinkovito poučavati, Naklada Ljevak, Zagreb, 2007</p> <p>W. Mattes, Nastavne metode 75 kompaktnih pregleda za nastavnike i učenike, Naklada Ljevak, Zagreb, 2007</p>					
Quality monitoring methods that enable the achievement of course objectives	During the last week of the course in an anonymous survey students will evaluate the quality of the classes					
Other (in the opinion of the proposer)						