Basic data of the subject	
Academic Unit:	**Faculty of Education – Primary school**
Course title:	**Mathematics Teaching Methodology-I**
Level:	**Bachelor**
Course status:	**Obligatory**
Study year:	**Class II (IV. Semester)**
Number of hours per week:	**3+2 (4 hour)**
Credit value – ECTS:	**6**
Time / location:	**12:30-15:45 (Wednesday) class nr140**
Lecturer:	**Prof. Assoc. Dr. Münevver M. YILDIRIM**
Contact details:	munevver.muyo@uni-prizren.com munevvermuyo@gmail.com
Course description	Primary education curriculum is 1-5. It aims to raise classes (covering children 7-11 years old). Mathematics teaching is an elementary mathematics lesson. In the 3rd and 3rd grade curriculum, related topics, achievements and appropriate examples of activities are tried to be given. To teach prospective teachers the objectives of mathematics teaching, basic strategies and methods that they can use in mathematics teaching, to introduce primary school mathematics curriculum, to gain knowledge and skills about important skills in mathematics education and to develop skills to develop appropriate activities for mathematics teaching…
Course objectives:	To teach prospective teachers the objectives of mathematics teaching, basic strategies and methods that they can use in mathematics teaching, to introduce primary mathematics curriculum, to gain knowledge and skills on important skills in mathematics education and to develop skills to develop appropriate activities.
Learning outcomes:	-Explain the purpose-principles of mathematics teaching -Will have knowledge and skills about the methods to be used while teaching mathematics. -Will be able to benefit from information technologies while teaching mathematics. -Will have information about the content of mathematics program. -The student will be able to have information about mathematics subject content.

Contribution on student load (must correspond with learning outcomes)

Activity	Hours	week	Total /hours
Lectures	3	15	45
Exercise theoretical/laboratory	1	13	13

Practice work	-	-	-
Contact with lecturer/consultations	-	-	-
Field exercises	1	13	13
Mid-terms, seminars	2	13	26
Homework	2	15	30
Individual time spent studying (at the library or home)	1	15	15
Final preparation for the exam	2	15	30
Time spent in evaluation (tests, quiz, final exam)			
Projects, presentations, etc.	1	7	7
Totali			**179 saat**
179 : 25 ≈ 7 ECTS.			
Teaching methods	The teacher is in the guidance-guide model, if possible, such as research, exploring, open to discussion, showing what he finds in the classroom and agreeing. Students are provided with a presentation about the course content and reinforcement of the subject learned through activities.		
Evaluation methods	The assessment is based on the following activities: Research-Individual assignment-Presentation 30% Carrying student's teaching related features 10% Final Exam 60% Evaluation transcript: It is given as Percentage (%) and Grading. 94 to 100 10 (ten) 84 to 93 9 (nine) 73 to 83 (8) From 61 to 72 7 (seven) 50 to 60 6 (six)		
Literature			
Basic Literature:	Altun, M. (2008). Matematik Öğretimi. Aktüel Yayınevi, Bursa.		
Additional Literature	-Baki , A. (2008); Kuramdan Uygulamaya Matematik Eğitimi, Harf yayınevi, Ankara. - Baykul, Y. (2005); İlköğretimde Matematik Öğretimi, PegamaYayınevi, Ankara. - Hacısalihoğlu, H. H. ve Mirasyedioğlu, Ş. (2003); İlköğretim 1-5 Matematik Öğretimi Asil Yayın; Ankara. -Olkun, Sinan; Toluk Uçar, Zülbiye. (2007); İlköğretimde Etkinlik Temelli Matematik Öğretimi, Maya Akademi Yayınevi,Ankara.		

Designed study plan:	
Weeks	**Lectures which will be held**
First week:	Aim and Basic Principles of Mathematics Teaching, History of Mathematics Teaching
Second week:	Teaching-Learning Strategies to be Used in Mathematics Teaching, Major Learning Theories and Their Use in Mathematics Learning
Third week:	Scope, Objectives and Features of Elementary Mathematics Program, Important Skills in Mathematics Education
Fourth week:	Set Concept in Mathematics, Basic Concepts-Symbols Used, Activities for Goal-Behavior
Fifth week:	Development of Number Concept in Child Formation and Structural Properties of Natural Numbers Examples of Activities Suitable for Acquisitions in the Program
Sixth week:	Addition and Subtraction with Natural Numbers, Examples of Activities Suitable for Program Outcomes
Seventh week:	Examples of Activities for Multiplication with Natural Numbers Suitable for Multiplication with Natural Numbers
Eighth week:	Efficiency Examples Suitable for Program Acquisition with Natural Numbers Dividing Process
Ninth week:	Midterm exam
Tenth week:	Fractions, Student Difficulties in Learning Fractions Different Meanings of Fractions, Fraction Models
Eleventh week:	Equivalent Fractions and Comparison of Fractions Sample Activities Suitable for Program Outcomes
Twelfth week:	Decimal Fractions Program Examples Related to Decimal Fractions
Thirteenth week:	Transactions with Decimal Fractions Examples of Events for Transactions with Decimal Fractions
Fourteenth week:	Identification of Some Basic Shapes in Geometry, Environment and Area Calculations and Appropriate Activity Studies
Fifteenth week:	Preparation Studies before the end of the semester Topics Compilation, Final Exam
Academic policies and rules of conduct:	
-Students should respect the class hours and be in class before the instructor; -Using 20% right for absenteeism if necessary; - Having 80% lessons to follow and continue; -Avoid unwanted behavior during the lesson, avoiding the use of mobile phones, chewing gum or going out during the lesson; - Not being allowed to break the rules that must be followed during the exam…	

Teaching Member: Prf. Assoc.Dr. Münevver M. YILDIRIM