

Liverpool John Moores University

Title: Mathematics in Historical, Cultural and Educational Contexts
Status: Definitive
Code: **6232EDSTUD** (122961)
Version Start Date: 01-08-2018
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Amir Asghari	Y

Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 40
Total Learning Hours: 200
Private Study: 160

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	20
Seminar	20

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio (equivalent of 4500 words): Collection of items exploring a mathematical topic.	100	

Aims

To explore aspects of the history of mathematics and how these influence current mathematical thinking. To explore issues in mathematics education, teaching and learning.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically reflect upon the relationship between cultural/ historical development and the evolution of mathematical concepts and ideas
- 2 Demonstrate a critical understanding of the way mathematical concepts are learned, understood and/or applied in the modern world

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio	1	2
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Outline Syllabus

Historical development of some mathematical concepts and ideas
Cognitive development of some mathematical concepts and ideas
Social and cultural aspects of mathematics

Learning Activities

Lectures, guided reading, group-working research

Notes

The specific concepts and notions explored in sessions will be influenced by students' needs and interests. The concepts and notions forming part of students' portfolios will be negotiable, and it is envisaged that sharing some of this learning with peers will form part of some assessed portfolios.