

Faculty of Arts & Education
School of Graduate Studies in Arts & Education

Module Title: Collaborative Practice for Enhancing Mathematics Teaching

Assessment

Participants will be assessed in one of the five postgraduate Diploma assessment modes of the Integrated Masters Programme and produce an assignment equivalent to 4 000-5 000 words, which will be assessed in accordance with the Programme Regulations. The following indicates the kinds of assignments that might arise from each of the categories:

1. **Critical Review of a Body of Knowledge**

Make a critical review of the literature or other body of knowledge on a specific topic of interest to you from this module. Examples of a student task might be:

- Examine the literature on lesson study method in Japan and lesson lab in the USA to gain insight into its effectiveness for enhancing mathematics teaching
- A critical analysis of the literature on collaborative practice bringing out the key aspects for mathematics teaching in the UK.

2. **Data Collection and Analysis**

Design a method for collecting and analysing data connected with some aspect of this module that is of relevance to you. Examples of the student task might be:

- Collect and analyse data on teachers' evaluations of lessons that the collaborative group has observed in order to gauge the consistency of judgements
- Collect, analyse and compare data on pupils' progress for classes used for implementing the collaborative practice model and compare with parallel classes.

3. **Developing Practice through a Project**

Identify a topic from the module which is relevant to your situation and worthy of further study and devise a small-scale investigation or project to carry out. Examples of the student task might be:

- Design an investigation to improve questioning strategies for staff involved in the collaborative practice
- Develop strategies for coping with the range of practice observed and the subsequent needs of the individual teachers in the group.

4. **Reflecting on Practice**

From within the areas covered by the module examine critically some aspect of your own practice, or aspect of your institution practice in which you are involved, relating to this relevant theory. Examples of the student task might be:

- Reflect upon the factors that inhibit or increase its effectiveness when implementing a collaborative practice model for CPD
- An examination of your teaching practices in relation to that of your colleagues, reflecting on what you have learnt to improve practice.

5. **Making an Argument**

On a topic chosen from the module content write an essay or otherwise present an argument. An example of the student task might be:

- Discuss the benefits of using collaborative practice for enhancing mathematics teaching.
- Discuss how best to cope with the weaknesses in the teaching of mathematics by colleagues when identified through collaborative practice.