PROMOTING CHILDREN LEARNING DEVELOPMENT STAGES IN TEACHING BASIC NUMERACY

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Basic Info

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- Link to the developed course: https://canvas.instructure.com/courses/1564158
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Introduction

■ **Motivation:**
   - Textbook-driven > students’ needs
   - Being part of a movement in providing education for all

■ **Project objectives:**
   - Raising teachers’ awareness about the importance of understanding how children learn throughout their daily teaching practice
   - Improving teachers’ pedagogical content knowledge particularly on how children learn numbers

■ **Target audience:** primary school teachers

■ **SDG 4** which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.
The focus of the project is about facilitating teachers to be able to teach Number to students based on their learning development stages. The topics are:
- Number Sense
- Place Value
- Basic Number Operations.

The activities:
- Probing questions from videos
- Readings from books, articles
- Solving case study
- Discussion forum
The design took around 3 weeks to finish.

The main activities:

- **Exploring** any relevant sources (YouTube, articles, books, websites)
- **Structuring** the framework modules
- **Designing** the activities/assignments/task
Overview of implementation phase

• **Alignment**: aligning the collected sources with the content & pedagogical framework
  ✓ Problem solving standard
  ✓ Reasoning & proof standard
  ✓ Communication standard
  ✓ Connection standard
  ✓ Representation standard

• **Setting**: trialing the potential leaning platform (OpenLearning, Canvas)

• **Integration**: integrating the selected sources to Canvas

• **Registration**: 18 participants

• **Course period**: 13 May - 10 June
Overview of deployment phase

Implementation timeline
- Module 1 (Number Sense) : 13 - 20 May
- Module 2 (Place Value) : 20 - 27 May
- Module 3 (Basic Number Operations): 27 May - 3 June
- Final project (Developing lesson plan): 3 - 10 June

The course system
The participants had a week to finish each course.
The main challenges are:

- Participants’ unfamiliarity with learning platform → step-by-step guidance and individual assistance
- The delivery language, → individual assistance and feedback on the platform
- Participants’ commitment, → emails reminding the course completion
- Juggling between the project and personal work, → better time management

The role of OE4BW and mentor are providing technical assistance and resources, and meeting the agreed timeline.
For the project,

- Recreate the design into more Indonesia context
- Explore what components that should be considered to make the project achieves the objectives
- Target more teachers with Indonesian language

For OE4BW,

- Share the lesson learned from previous year
- Identify the initial experiences of the participants to OER
THANK YOU