



SUBJECT CURRICULUM 2025-2026

Core Subject Unit:	
Academic unit:	Faculty of Education
Course title:	Mathematics Teaching Methodology-I
Program:	Primary Teaching
Level:	Bachelor
Course Status:	Obligatory
Year of studies:	Second Year - Fourth Semester
Number of hours per week:	3+2 (3 hours+45minutes)
ECTS:	7 ECTS
Time / location:	13:00-16:45 Thursday (Class Number-140)
Course Teacher:	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...
Purpose of the Course:	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:	Upon successful completion of this program, students are expected to acquire the following learning outcomes: Knowledge • Explain the fundamental principles and objectives of mathematics teaching in primary education. • Describe the historical development of mathematics education and its impact on contemporary approaches. • Identify the major theories of learning and their roles in the teaching of mathematics.

	• Define basic mathematical concepts, including numbers, sets, operations, fractions, decimal numbers, and geometric shapes. • Explain the structure, objectives, and content of the primary mathematics curriculum. • Recognize the most common difficulties students encounter in learning mathematical concepts. Skills • Apply a variety of teaching and learning strategies and methods appropriate to mathematical content. • Plan and organize instructional situations in alignment with the objectives of the mathematics curriculum. • Use concrete materials, visual aids, and practical activities to facilitate mathematical understanding. • Analyze students' errors and learning difficulties and propose appropriate pedagogical solutions. • Integrate theoretical knowledge with practical application in the process of teaching mathematics. • Design and implement exercises and tasks that foster logical thinking and problem-solving skills. Competencies • Demonstrate professional competence in the effective teaching of mathematics at the primary education level. • Develop a reflective and critical approach to mathematics teaching practices. • Make pedagogical decisions based on students' developmental and individual needs. • Promote mathematical thinking, logical reasoning, and creativity among students. • Employ contemporary and inclusive approaches in mathematics education. • Exhibit professional responsibility and a commitment to continuous professional development in the field of mathematics teaching.
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Contribution to student workload (which should correspond to student learning outcomes)			
Activity	Hour	Day/Week	Total
Lectures:	3	15	45
Application Theoretical-Laboratory:	1	13	13
Practical Work:	-	-	-
Counseling-Communication With the Mentor:	-	-	-
Field Applications:	1	13	13
Kollokfiume, Seminars:	2	13	26
Home Applications:	2	15	30
Student self study time (in library or at home):	1	15	15
Preparation for the Final Exam:	2	15	30
Time spent in assessment (tests, quizzes, final exams):	-	-	-
Projects, presentations, etc.	1	7	7
Total			179 Hour (7 ECTS)
Teaching methodology:	The teacher is in a guiding-guide model and if possible, the student is open to research, discovery, discussion, showing what he has found in the class and agreeing. It is ensured that students make presentations about the course content and reinforce the learned subject with activities.		
Evaluation methods:	The evaluation is based on the following activities: Research-Individual Homework, Presentation%30 Carrying The Student' s Teaching Characteristics %10 Final Exam %60 Evaluation Transcript: It' s given in the form of Percentage (%) and Grading. Between 94 -100 10 (ten) Between 84 – 93 9 nine) Between 73-83 8 (eight) Between 61-72 7 (seven) Between 50-60 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. -Hacısalıhoğlu, 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.
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Designed lesson plan		
Week:	Topics to be Covered:	Application:
<i>First week</i>	Purpose and Basic Principles of Mathematics Teaching, History of Mathematics Teaching	Activities to teach some mathematics subjects using mathematical teaching methods-activity applications
<i>Second week</i>	Teaching-Learning Strategies to Use in Mathematics Teaching, Certain Learning Theories and Their Use in Mathematics Learning	Have students in the class explain the subject based on some strategies related to Mathematics Teaching.
<i>Third week:</i>	Scope, Purpose and Features of Elementary Mathematics Program, Important Skills in Mathematics Education	Examples of exercises for gaining certain skills by removing mathematics from memorization
<i>Fourth week:</i>	Set Concept in Mathematics, Basic Concepts Used-Symbols,	Getting Samples of Activities for Goal-Behaviors
<i>Fifth week:</i>	Development of Number Concept in Child Formation of Natural Numbers and Teaching of Structural Properties	Each student from the class is given 15 minutes to determine the model, and the stage is passed to get the activities done one by one.
<i>Sixth week:</i>	Teaching Addition and Subtraction with Natural Numbers	Examples of Activities Suitable for Program Outcomes
<i>Seventh week:</i>	Understanding Multiplication with Natural Numbers	Examples of Activities for Multiplication with Natural Numbers Suitable for Program Outcomes
<i>Eighth week:</i>	Understanding Division with Natural Numbers	Examples of Activities Suitable for Program Outcomes
<i>Ninth week:</i>	Test 1	Activity studies on mixed topics
<i>Tenth week:</i>	Fractions, Student Difficulties in Learning Fractions Different Meanings of Fractions in Current Life	Fraction Models Sample Fraction Activities Suitable for Program Outcomes
<i>Eleventh week:</i>	Comparison of Equivalent Fractions and Fractions	1-5. Sample Activities Suitable for Class Program Outcomes



<i>Twelfth week:</i>	Teaching Decimal Comprehension	Examples of Activities Related to Decimal Fractions Suitable for Program Outcomes
<i>Tenth week:</i>	Teaching Four Operations with Decimals	Examples of Activity for Operations with Decimal Fractions Suitable for the Program
<i>Fourteenth week:</i>	Teaching Some Basic Shapes in Geometry	Perimeter and Area Calculations of Certain Geometry Shapes and Appropriate Activity Studies - Demonstrating and Making
<i>Fifteenth week:</i>	End of Term Topics Compilation Wrap-up	Preparation Studies Before Final Exam

Academic policies and rules of conduct:

- Students should respect the classes and be in the classroom in front of the teacher;
- Using the right of 20% for absence if necessary;
- Have 80% lessons to follow and continue;
- Avoid unwanted behavior during the lesson, avoiding the use of cell phones, chewing gum or going out of class;
- It is not allowed to violate the rules to be followed during the exam...

Course Instructor: Assoc. Dr.Münevver M. YILDIRIM