

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**Learning Math in Groups**  
**EDUO 9523 One Semester Credit/Unit**  
Instructor – Ryan Pickett  
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*Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.*

## Course Overview

This course is one of a four-course series entitled **Anyone Can Learn Math**, which is designed to help teachers make math accessible to all students. The other three courses in the series are:

- **EDUO 9522: Math Made Easy**
- **EDUO 9521: Stress Free Math**
- **EDUO 9524: Learn Math Through Writing**

Although Math Made Easy is **NOT** a prerequisite for the other three courses, it does provide a foundation for them. Math Made Easy, Learning Math in Groups, and Stress Free Math all require one book entitled Math for Humans by Mark Wahl. The fourth class, Learning Math through Writing, requires a separate book entitled Writing in Math Class by Marilyn Burns.

Not everyone can learn math by working independently, especially if they already struggle with the subject. Some students need to interact with others while learning. It should also be noted that the new Common Core State Standards requires students to be able to solve problems while working with others. The content in **Learning Math in Groups** EDUO 9523 is design to give teachers the skills needed to implement cooperative learning while teaching math. Doing so will help move their curriculum more inline with the new standards as well as reach the students that require a more social approach to learning.

## Course Objectives:

After completing the course Learning Math in Groups, you will demonstrate or indicate:

- How Garner’s theory of multiple intelligences can be used to enhance cooperative learning
- How to plan math lessons utilizing cooperative learning
- How to communicate to your colleagues the benefits of cooperative learning

## Summary of Course Assignments:

### 1. Multiple Intelligences

In the first assignment you will review Gardner's theory of multiple intelligences and how it can be utilized to improve cooperative learning.

### 2. Cooperative Learning

In completing assignment two, you will reflect on how you and your colleagues currently utilize cooperative learning and demonstrate how you can effectively implement it in your classroom.

### 3. Assessment

In this section you will design formative assessments for the cooperative learning lessons you created above.

### 4. In-Service

For the fourth assignment you will create an in-service on cooperative learning for your colleagues.

### 5. Accessibility

While reviewing everything you learned in this class, you will be asked to elaborate on how you will now make your math curriculum accessible and engaging to all of your students by utilizing cooperative learning.

## Course Assessment Rubric

<b>Exemplary:</b> A+ to A-	<b>Acceptable:</b> B+ to B-	<b>Unacceptable</b> Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
  - For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>