



## Course syllabus

Faculty of Technology

Department of Mathematics

2PP726 Matematikutveckling med ett specialpedagogiskt perspektiv,  
10 högskolepoäng

Mathematical development with a special educational perspectiv, 10  
credits

### **Main field of study**

Mathematics

### **Subject Group**

Mathematics

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2012-03-30

Revised 2018-04-23 by Faculty of Technology. Removal of ECTS-grading scale,  
literature and course evaluation is changed.

The course syllabus is valid from autumn semester 2018

### **Prerequisites**

2PP210 Perspectives on Special education (10 credits), and 4PP231 Recognize and  
investigate disability in students' learning environments (5 credits), or equivalent.

or

2PP210 Perspectives on Special education (10 credits), and 4PP100 Special support in  
language development I (5 credits), or equivalent.

## Objectives

In this course the student will develop knowledge about the identification, assessment and analysis of mathematical knowledge to identify and explain the various reasons for difficulties in mathematics. In relation to this, the student should be able to suggest methods and practices at individual, group and organizational level to promote all students' mathematical development. During the course the student will demonstrate an approach consistent with existing ethical rules and policy documents. The student should be able to formulate and implement special education teacher's tasks in relation to research in mathematics education, and on the basis of current research explain and relate the mathematics education positions in relation to the special education teacher's assignment. After completing the course, students should be able to:

- show knowledge of basic mathematics
- show ability to identify, assess and analyze mathematical knowledge
- use efficient diagnostic tools in mathematics
- suggest methods and approaches for promoting students' mathematical

development at individual, group and organizational level and formulate them in a program.

- identify and discuss problems relating to various causes for difficulties in mathematics.

## Content

The course covers the following topics:

- basic mathematical skills
- children's development of numbers perception and concepts of mathematics
- the implications of math difficulties and support at individual, group and organization level
- reading and writing difficulties and learning of mathematics
- analysis and review of various diagnostic tools and materials
- survey, assessment of math skills and action programs in mathematics
- how ways and working forms impacts the students' learning.

## Type of Instruction

Teaching consists of lectures and seminars. Teaching is based substantially on the students' active participation, individually and in groups, which requires attendance at seminars and presentations. Some of the teaching is done via distance learning tools. The course includes field study data which requires access to students.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

For a passing grade, the expected learning outcome has to be achieved. The course is examined through seminars and presentations, and through written and oral presentations of individual and group assignments. Whatever form of examination, it is the individual student's performance that is judged and graded.

## Course Evaluation

During the course or in close connection to the course, a course evaluation is to be carried out. The result and analysis of the course evaluation are to be communicated to the students who have taken the course and to the students who are to participate in the course the next time it is offered. The course evaluation is carried out anonymously. The compiled report will be filed.

## Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: The course overlaps 2MD374 with 8 credits.

## Other

Any additional costs associated with tasks or suchlike, is at the expense of the individual student.

## Required Reading and Additional Study Material

### Required reading

Boaler, Jo, *Elefanten i klassrummet - att hjälpa elever till ett lustfyllt lärande i matematik*. Liber, 2011, 228 pages

Hodgen, Jeremy, William, Dylan, *Mathematics inside the black box, bedömning för lärande i matematikklassrummet*, Stocholms universitets förlag, 41 pages

Lundberg, Ingvar & Sterner, Görel, *Dyskalkyli – finns det?*, Aktuell forskning om svårigheter att förstå och använda tal, NCM, Göteborgs universitet, 2009. 125 pages.

McIntosh, Alistair, *Förstå och använda tal – en handbok*, NCM, 2008. 244 (244) pages

pages.

Sterner, Görel, Lundberg, Ingvar *Läs och skrivsvårigheter och lärande i matematik*, NCM-rapport 2002:2. 210 pages.

Malmer, Gudrun, *Bra matematik för alla, nödvändig för elever med inlärningsvårigheter*.

Butterworth, Brian & Yeo, Dorian. *Dyskalkyli att hjälpa elever med specifika matematiksvårigheter*, Natur och Kultur, 2009. 124 pages

Åtgärdsprogram i praktiken, Asp-Onsjö, 150 sidor

Articles, current year, ca 50 pages.

### **Reference Literature**

Johnsen Höines, Marit, *Matematik som språk – verksamhetsteoretiska perspektiv*. Liber, 2006. 207 pages.

Sollervall, H. (latest edition). *Aritmetik för lärare*. Lund: Studentlitteratur.

Skolverket, *Mer än matematik – om språkliga dimensioner i matematikuppgifter*, Myndigheten för skolutveckling, 2008. 46 (46) pages.