



## Course syllabus

Faculty of Technology

Department of Mathematics

4PP702 Särskilt stöd i matematikutveckling II, 10 högskolepoäng

Special support in mathematics development II, 10 credits

**Main field of study**

Mathematics

**Subject Group**

Mathematics

**Level of classification**

Second Level

**Progression**

A1F

**Date of Ratification**

Approved 2011-08-17

Revised 2018-05-29 by Faculty of Technology. Literature list is revised.

The course syllabus is valid from spring semester 2019

**Prerequisites**

Special support in mathematics development I, (4PP701), 5 hp

### Objectives

The aim of the course is to develop the students understanding of mathematical difficulties and charting of mathematical knowledge. During the course the student will demonstrate an approach consistent with existing ethical rules and policy documents. The course also aims to develop a scientific and professional approach of the pedagogical practice.

Upon completion of the course the student should:

- be able to problematize about the obstacles and possibilities concerning pupils' development in mathematics
- be able to examine critically different diagnostic tools as well as to analyze independently the results of those diagnoses that have been carried out
- have knowledge of and a critical attitude towards the role of assessment in teaching
- demonstrate in-depth knowledge of work with pupils with special educational needs in mathematics

## Content

The following areas are covered in the course:

- What are mathematical difficulties and how can we help pupils experiencing difficulties in mathematics at individual, group and organizational levels?
- The significance of the social and cultural contexts as well as the significance of the teaching for learning.
- Reading and writing difficulties and learning mathematics.
- How do we develop teaching methods for pupils experiencing difficulties in mathematics?
- The influence of the ways and means of working on the pupils' learning situation.
- Analysis and examination of different diagnostic tools and material.
- Charting the knowledge in mathematics of pupils of different ages.

## Type of Instruction

The course consists of lectures and seminars. The teaching is based substantially on the students' active participation, individually and in groups, which requires attendance at seminars and presentations.

## Examination

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

The course is examined through active participation in seminars and presentations and through written and oral presentations of individual and group assignments.

## 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 at the Faculty.

## Required Reading and Additional Study Material

Berch, Daniel B., & Mazzocco, Michèle M. M. (2007). *Why is math so hard for some children? : the nature and origins of mathematical learning difficulties and disabilities*. Baltimore, Md.: Paul H. Brookes Pub. Co. (150) 431 pages.

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

Butterworth, Brian & Yeo, Dorian (2009). *Dyskalkyli - att hjälpa elever med specifika matematiksvårigheter*. Natur och Kultur. 126 pages.

David, Matthew & Sutton, Carole D. (2016). *Samhällsvetenskaplig metod*. 1. uppl. Lund: Studentlitteratur

Hogden, Jeremy & Wiliam, Dylan (2011) *Mathematics inside the black box: Bedömning för lärande i matematikklassrummet*. 38 pages.

Jess, Kristine, Skott, Jeppe, Hansen & Hansen, Hans Christian. (2011) *Matematik för lärare: Elever med särskilda behov*. 63 pages.

Lundberg, Ingvar & Sterner, Görel (2009). *Dyskalkyli - finns det? Aktuell forskning om svårigheter att förstå och använda tal*. NCM, nationellt centrum för matematikutbildning. Göteborgs universitet. 125 pages.

McIntosh, Alistair (2008) *Förstå och använd tal - en handbok* NCM, Göteborgs universitet, 200 pages

*Mer än matematik – om språkliga dimensioner i matematikuppgifter*, Myndigheten för skolutveckling, 2008. 30 (46) pages.

Sjöberg, Gunnar *Om det inte är dyskalkyli – vad är det då?*, Umeå universitet, 2006. 200 (264) pages.

Diagnosmaterial, Skolverket, 2008, [www.skolverket.se/sb/d/260/a/14694](http://www.skolverket.se/sb/d/260/a/14694), 50 pages

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

Articles, current year. App. 50 pages.