

Identification and Assessment of Mathematics in Special Education

Programme course

7.5 credits

Identifiering och bedömning i specialpedagogisk
verksamhet i matematik

948A11

Valid from: 2020 Spring semester

Determined by
The Board of Educational Science

Date determined
2010-05-25

Revision date
2019-09-10

Main field of study

Special Education

Course level

Second cycle

Advancement level

A1X

Course offered for

- Special Needs Training Programme

Entry requirements

30 HE credits approved in the Special Teacher Education Programme or equivalent.

Intended learning outcomes

On completion of the course, the student should be able to:

- Distinguish different dimensions and forms of knowledge in mathematics.
- Use basic theories of knowledge assessment to review and reflect on questions concerning the work of teachers in assessment of mathematics.
- Independently plan and carry out an objective assessment of pupils' mathematical skills and argue for and explain the assessment.
- Use a subject relevant language to analyse and evaluate knowledge assessments in mathematics.
- Identify and counteract factors that may influence an objective assessment.

Course content

The course focuses on assessment of mathematical knowledge. The assignment of schools in relation to pupils' learning in mathematics is discussed in the course. Further discussed is the question regarding which mathematical expertise can be assessed or measured, and in what way such an assessment could be carried out.

The course consists of four (4) parts:

- Knowledge and aspects of learning in mathematics
- Basic theories of measurement and assessment in general and in mathematics
- Different evaluation strategies
- Feedback on assessments and assessment as an educational aid.

Teaching and working methods

Lectures, seminars and field studies are included in the course. Studies of literature, preparations prior to seminars and group assignments as well as completion of course assignments are also part of the course. In addition to scheduled time, students are expected to work with independent studies, individually and/or in groups.

Examination

The course is examined through written assignments.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it. If the coordinator has instead recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

Grades

Two-grade scale, U, G

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

Department

Institutionen för beteendevetenskap och lärande