Social semiotics in mathematics education

Högskolepoäng: 3,5

Kursplanen är tillstyrkt vid HK 2013-09-17 och fastställd av vicedekan Susanna Hedenborg 2015-01-23.

Syfte
The purpose of the course is that the student familiarizes him/herself with mathematics education research that uses social semiotics as an analysis tool through critical and analytical reading of a series of papers. Using this background, the student undertakes an analysis of data from his/her own research project.

Förkunskapskrav
Antagen till utbildning på forskarnivå inom utbildningsvetenskap.

Lärandemål
Following successful completion of the course, the doctoral student should be able to

- plan the analysis of data from own research project
- identify how social semiotics research methodologies differs from other research methodologies used in mathematics education research projects
- complete and write up a social semiotic analysis of some of their own data

Formerna för bedömning av studenternas studieprestationer
The formal assessment of the course will be on the quality of the written essay which will be at least 12 pages and no more than 20 pages long. The review should describe how social semiotic analyses could be used in the students’ own projects, explicitly identifying the compromises that using such a methodology would require in their own research.

Innehåll och arbetsformer
The course theme of investigating social semiotics analytical methods as a reading course was agreed by the course leaders and the student.

Betygsgrader
Underkänd, Godkänd
Litteratur och övriga läromedel


Plus 5 empirical mathematics education research articles of the student’s own choice which use social semiotics for the analysis.

**Kursvärdering**

The course is completed with individual feedback about the implementation of the course.