

University of Agder

Faculty of Engineering and Science
Department of Mathematical Sciences

With reference to Regulations for the degree of Philosophiae Doctor (PhD) at the University of Agder, dated 20 June 2012 *Section 15.4 Correction of formal errors in the thesis*, I apply for permission to correct the following formal errors listed below.

Date: 16-02-2021 Signature:



Errata list for formal errors the thesis by Yusuf Feyisara Zakariya, 2021.

Page	Line	Current text	New text
iii	8	...2020	...2021
iv	4	...2020	...2021
xv	16-20	Zakariya, Y. F., Nilsen, H. K., Goodchild, S., & Bjørkestøl, K. (2020). Assessing first-year engineering students' pre-university mathematics knowledge: Preliminary validity results based on an item response theory model. <i>Journal of Technology and Science Education</i> , 10(2), xx-yyy. doi:10.3926/jotse.1017	Zakariya, Y. F., Nilsen, H. K., Goodchild, S., & Bjørkestøl, K. (2020). Assessing first-year engineering students' pre-university mathematics knowledge: Preliminary validity results based on an item response theory model. <i>Journal of Technology and Science Education</i> , 10(2), 259-270. doi:10.3926/jotse.1017
	21-26	Zakariya, Y. F., Nilsen, H.K., Bjørkestøl, K., & Goodchild, S. (2020). Impact of attitude on approaches to learning mathematics: a structural equation modeling approach. Pre-conference proceeding of the third conference of the International Network for Didactic Research in University Mathematics (INDRUM 2020), Bizerte, Tunisia.	Zakariya, Y. F., Nilsen, H. K., Bjørkestøl, K., & Goodchild, S. (2020). Impact of attitude on approaches to learning mathematics: a structural equation modeling approach. In T. Hausberger, M. Bosch & F. Chelloughi (Eds.), <i>Proceedings of the Third Conference of the International Network for Didactic Research in University Mathematics (INDRUM 2020, 12-19 September 2020)</i> (pp. 268 - 277). Bizerte, Tunisia: University of Carthage and INDRUM.
xvi	3-7	Zakariya, Y. F., Nilsen, H. K., Bjørkestøl, K., & Goodchild, S. (forthcoming). Effects of prior mathematics knowledge, and approaches to learning on	Zakariya, Y. F., Nilsen, H. K., Bjørkestøl, K., & Goodchild, S. (forthcoming). Effects of prior mathematics knowledge and approaches to learning on

		performance in mathematics among first-year engineering students. <i>Learning and Instruction</i> , under second round of the review	performance in mathematics among first-year engineering students. <i>European Journal of Education</i> , under review.
xvi	8-12	Zakariya, Y. F. (forthcoming). Self-efficacy between previous and current mathematics performance of undergraduate students: an instrumental variable approach to exposing a causal relationship. <i>Frontiers in Psychology</i> , second round of the review. 203	Zakariya, Y. F. (2021). Self-efficacy between previous and current mathematics performance of undergraduate students: an instrumental variable approach to exposing a causal relationship. <i>Frontiers in Psychology</i> . 11:556607. doi:10.3389/fpsyg.2020.556607. 205
20	7	"... (Biggs, 1993). Then, perceived ..."	"... (Biggs, 1993), then perceived ..."
22	22-26	Though, the methodological approaches of the two theories are different in terms of phenomenography in SAL theory and quantitative methodology in self-efficacy theory. However, there appears to be a common ground for the two theories in their paradigmatic research questions of either explaining or predicting the learning outcomes from students' factors	There appears to be a common ground for the two theories in their paradigmatic research questions of either explaining or predicting the learning outcomes from students' factors, even though their methodological approaches are different in terms of phenomenography in SAL theory and quantitative methodology in self-efficacy theory.
30	9	"varnish"	"vanish"
41	3	"It is calculated by taken ..."	"It is calculated by taking ..."
45	18	"Given that ..."	"The reason being that ..."
50	23-27	Zakariya, Y. F., Nilsen, H.K., Bjørkestøl, K., & Goodchild, S. (2020). Impact of attitude on approaches to learning mathematics: a structural equation modeling approach. Pre-conference proceeding of the third conference of the International Network for Didactic Research in University Mathematics (INDRUM 2020), Bizerte, Tunisia.	Zakariya, Y. F., Nilsen, H. K., Bjørkestøl, K., & Goodchild, S. (2020). Impact of attitude on approaches to learning mathematics: a structural equation modeling approach. In T. Hausberger, M. Bosch & F. Chelloughi (Eds.), <i>Proceedings of the Third Conference of the International Network for Didactic Research in University Mathematics (INDRUM 2020, 12-19 September 2020)</i> (pp. 268 - 277). Bizerte, Tunisia: University of Carthage and INDRUM.
51	1	"How difficulty are the items on test for the students..."	"How difficult are the items on the test for the students..."

51	4	“prior mathematics knowledge the test ...”	“...prior mathematics knowledge that the test...”
51	11	“Do attitudes toward mathematics subscale...”	“Does the attitude towards mathematics subscale...”
54	2-5	Zakariya, Y. F., Nilsen, H. K., Bjørkestøl, K., & Goodchild, S. (forthcoming). Effects of prior mathematics knowledge, and approaches to learning on performance in mathematics among first-year engineering students. <i>Learning and Instruction</i> , under second round of the review	Zakariya, Y. F., Nilsen, H. K., Bjørkestøl, K., & Goodchild, S. (forthcoming). Effects of prior mathematics knowledge and approaches to learning on performance in mathematics among first-year engineering students. <i>European Journal of Education</i> , under review.
57	2-5	Zakariya, Y. F. (forthcoming). Self-efficacy between previous and current mathematics performance of undergraduate students: an instrumental variable approach to exposing a causal relationship. <i>Frontiers in Psychology</i> , second round of the review.	Zakariya, Y. F. (2021). Self-efficacy between previous and current mathematics performance of undergraduate students: an instrumental variable approach to exposing a causal relationship. <i>Frontiers in Psychology</i> . 11:556607. doi:10.3389/fpsyg.2020.556607.
60	22	“Albeit after deletion...”	“This evidence was achieved after deletion...”
141	-	Old paper version	Old paper is replaced with the latest version of the paper
155	-	Old paper version	Old paper is replaced with the latest version of the paper
185	-	Old paper version (the initial version was attached in error)	Old paper is replaced with the latest version of the paper
203	-	Old paper version	Old paper is replaced with the latest version of the paper