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</i> <i>Technology and Science Education</i> , <i>10</i> (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</i> of Technology and Science Education, 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.), Proceedings of the Third Conference of the International Network for Didactic Research in University Mathematics (INDRUM 2020, 12-19 September 2020) (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

		for the students"	the test for the students"
51	1	"How difficulty are the items on test	"How difficult are the items on
			- 277). Bizerte, Tunisia: University of Carthage and INDRUM.
		Mathematics (INDRUM 2020), Bizerte, Tunisia.	International Network for Didactic Research in University Mathematics (INDRUM 2020, 12-19 September 2020) (pp. 268
		of the International Network for Didactic Research in University	Chelloughi (Eds.), Proceedings of the Third Conference of the
		approach. Pre-conference proceeding of the third conference	equation modeling approach. In T. Hausberger, M. Bosch & F.
		approaches to learning mathematics: a structural equation modeling	approaches to learning mathematics: a structural
		Bjørkestøl, K., & Goodchild, S. (2020). Impact of attitude on	Bjørkestøl, K., & Goodchild, S. (2020). Impact of attitude on
50	23-27	Zakariya, Y. F., Nilsen, H.K.,	Zakariya, Y. F., Nilsen, H. K.,
45	18	"Given that"	"The reason being that"
41	3	"It is calculated by taken"	"It is calculated by taking"
30	9	"varnish"	"vanish"
		factors	methodology in self-efficacy theory.
		learning outcomes from students'	theory and quantitative
		either explaining or predicting the	phenomenography in SAL
		paradigmatic research questions of	different in terms of
		the two theories in their	methodological approaches are
		appears to be a common ground for	factors, even though their
		efficacy theory. However, there	outcomes from students'
		phenomenography in SAL theory and quantitative methodology in self-	questions of either explaining or predicting the learning
		different in terms of	their paradigmatic research
		approaches of the two theories are	ground for the two theories in
22	22-26	Though, the methodological	There appears to be a common
20	/	(Biggs, 1995). Then, perceived	(biggs, 1995), then perceived
20	7	203 " (Biggs, 1993). Then, perceived"	205 " (Biggs, 1993), then perceived
		round of the review.	<i>Psychology</i> . 11:556607. doi:10.3389/fpsyg.2020.556607.
		Frontiers in Psychology, second	causal relationship. Frontiers in
		exposing a causal relationship.	variable approach to exposing a
		instrumental variable approach to	students: an instrumental
		undergraduate students: an	performance of undergraduate
		current mathematics performance of	current mathematics
		efficacy between previous and	efficacy between previous and
xvi	8-12	Zakariya, Y. F. (forthcoming). Self-	Zakariya, Y. F. (2021). Self-
		second round of the review	Education, under review.
		first-year engineering students. Learning and Instruction, under	among first-year engineering students. <i>European Journal of</i>
		first year angineering students	among first year ongingering

51	4	"prior mathematics knowledge the	"prior mathematics
		test"	knowledge that the test"
51	11	"Do attitudes toward mathematics	"Does the attitude towards
		subscale"	mathematics subscale"
54	2-5	Zakariya, Y. F., Nilsen, H. K.,	Zakariya, Y. F., Nilsen, H. K.,
		Bjørkestøl, K., & Goodchild, S.	Bjørkestøl, K., & Goodchild, S.
		(forthcoming). Effects of prior	(forthcoming). Effects of prior
		mathematics knowledge, and	mathematics knowledge and
		approaches to learning on	approaches to learning on
		performance in mathematics among	performance in mathematics
		first-year engineering students.	among first-year engineering
		Learning and Instruction, under	students. European Journal of
		second round of the review	Education, under review.
57	2-5	Zakariya, Y. F. (forthcoming). Self-	Zakariya, Y. F. (2021). Self-
		efficacy between previous and	efficacy between previous and
		current mathematics performance of	current mathematics
		undergraduate students: an	performance of undergraduate
		instrumental variable approach to	students: an instrumental
		exposing a causal relationship.	variable approach to exposing a
		Frontiers in Psychology, second	causal relationship. Frontiers in
		round of the review.	Psychology. 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	Old paper is replaced with the
		was attached in error)	latest version of the paper
203	-	Old paper version	Old paper is replaced with the
			latest version of the paper