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## Abstract

This paper focuses on students in need of special education in mathematics (SEM students) and highlights teachers' and principals' reflections upon these students' construction of knowledge in relation to two educational settings: the regular teaching setting and the test setting. The findings indicate that SEM students' knowledge is legitimized only when displayed. However, there appear to be differences according to the specific setting. Different settings imply different knowledge representations, norms, and practices that need to be taken into account when reflecting, planning, and carrying out teaching in mathematics in relation to SEM.

## Helena Roos

Helena Roos is associate senior lecture mathematics education at Malmö University, Sweden. Her research interests involve special educational needs in mathematics, inclusion, and – more recently, early interventions in mathematics education preventing mathematics difficulties. She particularly interests in students' perspective on teaching and learning mathematics, as well as sociopolitical issues of mathematics education.

## Maria Lindfors

Maria Lindfors is a senior lecturer at the Department of Education at Umeå University, Sweden. Lindfors main research interests are in the field of epistemic cognition and epistemic climate (classroom epistemology), and how these matter in the everyday classroom. More lately, the research focus has been in the field of digitalization in teacher education, with a special interest in professional digital competence.

## Anette Bagger

Anette Bagger is associate senior lecturer of special education at Örebro University, Sweden. Her research circles around a combination of socio-political and didactical dimensions of education. Bagger's interests focus on assessment in mathematics education, often in combination with special educational needs. She particularly pays attention to students' perspectives and teachers work with interventions in order to prevent difficulties and promote inclusion of all learners. Universal design for learning is also a more recent research interest.