

Departmental Seminar
From the Eye of Children
with Mathematics Learning Disability:
Do They Perceive Arithmetic Word Problems Differently?

4:30 p.m. – 5:30 p.m. | April 12, 2019 (Friday)

Rm 813, 8/F, The Jockey Club Tower | Centennial Campus | The University of Hong Kong



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Abstract

Children with mathematics learning disability (MLD) are known to have difficulties in word problem solving. Yet, their exact difficulties in the word-problem solving process remain unclear. In this talk, I am going to present a study concerning the development of a novel assessment task that measures children's ability to categorize word problems into different problem types. Two groups of second-graders (MLD: $N = 66$; typically-achieving: $N = 139$) were selected from a large pool of students ($n = 1,957$), and they were assessed on the novel word problem reasoning task, their mathematics achievement, as well as other relevant control variables. Results showed that the performance of children with MLD in this word problem reasoning task did not differ from chance, even though their typically-achieving peers performed significantly above chance. Furthermore, students' performance in this task significantly discriminated students with MLD from their typically-achieving peers. These findings not only deepen our knowledge about children's word problem solving process, but also provide educators with a practical screening tool for identifying children with MLD.

~All are Welcome~