

An Outline of Possible In-course Diagnostics for Elementary Logic, Limits and Continuity of a Function

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ABSTRACT This paper focuses on in-course sample diagnostic questions relating to elementary logic, and the two concepts of limits and continuity of a function. These are for students who choose to take a course on differential calculus, in a South African context. However, the diagnostic questions could be useful worldwide. Learning outcomes and in-course diagnostic questions for the technical knowledge and skills required for the indicated sections were formulated. The questions were designed to check for the relevant learning outcomes that the researcher detected for the indicated sections as informed by the literature review and conceptual framework. The learning outcomes and formulation of diagnostic outcomes, although based on a number of assumptions, should improve the performance of students. Investigations into the validity of those assumptions, including their attainment levels and student performance correlations to relevant examination questions will be the focus of another paper.