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Abstract

This study concerns mediating activities in student discussions during collaborative work with self-explanation prompts (SEPs). While the aim of most other tasks, from the students' perspective, can be perceived as finding the correct answer, discussions supported by SEPs require a different approach, because students must engage in mathematical discussions, and explain their insights into the mathematics at hand. In this study, we explore activities that are fostered by SEPs. The analysis of the activities taking place, reveal five mediating activities to promote in teaching, but also potential hinders for the intended discussion to occur.

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Ida Bergvall is senior lecturer in mathematics education at the Department of Education, Uppsala University. Her research mainly focuses on language and multimodality in school mathematics based on both quantitative and qualitative methods. Currently, Ida is working on a project on digital teaching materials in mathematics, focusing dynamic functions and multimodal aspects. Ida also works with teacher education and has 10 years of experience as an elementary school teacher in mathematics and science.

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Anneli Dyrvold is a senior lecturer at the Department of Education, Uppsala University. The theme of her research is language and communication. She has with different methods and with different foci investigated both oral, written and spoken language and both natural language and other representations. The potential benefits of using interactive and dynamic elements in digital teaching materials are focused in an ongoing project.