

Meaney, T., Huru, H. L. & Kvivesen, M. (2023). Preservice and inservice teachers' views on digital tools for diverse learners in mathematics education. *Nordic Studies in Mathematics Education*, 28(3-4), 103–123.

## Abstract

Although teachers are expected to use digital tools in their mathematics teaching in many countries, little is known about preservice and inservice teachers' digital competence, especially in relationship to specific groups of school students. Results from a survey of 394 preservice teachers and 61 inservice teachers, at three Norwegian institutions, provide information on how they considered different digital tools would support differentiated teaching, related to a student's mathematical progress, and in multilingual classes. The results suggest that preservice and inservice teachers evaluated similarly the usefulness of different digital tools for differentiated mathematics teaching and in multilingual classrooms. However, for the majority of tools, the standard deviations indicate that the responses were somewhat spread, suggesting uncertainty in how they could use digital tools to support specific groups of students.

## Tamsin Meaney

Tamsin Meaney is professor in mathematics education at Western Norway University of Applied Science. Her research interests focus on issues of social justice in mathematics teaching and learning, with a long term interest in the role of language in mathematics education.

## Hilja L. Huru

Hilja L. Huru is professor at the Department of Mathematics and Statistics at The Arctic University of Norway. Her background is in pure mathematics with a PhD in non-commutative algebra. Her research interest includes multicultural and multilingual mathematics classrooms with a focus on minoritized groups.

## Mona Kvivesen

Mona Kvivesen is assistant professor at the Department of Education at The Arctic University of Norway. Her research interests concern out-of-school learning and students' attitude towards learning science and mathematics.