Bilaga 2: Sökstrategi

I denna bilaga redovisas först källorna för vår litteratursökning, därefter de sökströngar/enskilda sökord vi använt vid sökningarna och sist hur vi genomförde kontrollsökningar.

Källor

Internationella vetenskapliga ämnesdatabaser

Sökningen i de internationella vetenskapliga databaserna genomfördes i juni 2016.

- Ebsco/Education Resources Information Centre (ERIC)
- Ebsco/Education Source
- Ebsco/PsycINFO
- Thomson Reuters/Web Of Science
- Google Scholar

Nordiska databaser

Sökningen i de nordiska databaserna genomfördes i september 2016.

- Danish National Research Database (http://forskningsdatabasen.dk/)
- Digitala Vetenskapliga Arkivet - DiVA (https://www.diva-portal.org/)
- Finna (https://www.kiwi.fi/pages/viewpage.action?pageId=51842336)
- Libris (http://libris.kb.se/)
- Skolporten (http://www.skolporten.se/)
- SwePub (http://swepub.kb.se/)
- Oria (http://nb.oria.no)

Vetenskapliga tidskrifter

Handsökning av utvalda tidskrifter genomfördes i september 2016. Det gjordes för att inte missa relevanta artiklar som publicerats så pass nyligen att de inte hunnit läggas in i databaserna. De tidskrifter som handsöktes valdes ut baserat på vilka som genererat flest relevanta träffar efter den inledande relevansgranskningen.

Internationella tidsskrifter

Educational studies in Mathematics
Journal for Research in Mathematics Education
Research in Mathematics Education
Research in Mathematics Education Journal
Mathematics Education Research
Journal of Mathematical Behaviour
ZDM Mathematics Education

Nordiska tidsskrifter

NOMAD - Nordisk Matematik(k)didaktik(k)
Pedagogisk forskning i Sverige

Redovisning av exakta sökströngar

Ebsco/ERIC

Sökningen utfördes i juni 2016

Teknisk avgränsning: Peer-Reviewed, Publiceringsår från 1980

(TI Math* OR AB math* OR SU math* OR KW math* OR ((SO math* AND (problem solving)) OR ((SO math* AND (reasoning)) OR arithmetic* OR Geometr* OR Algebra* OR Numeracy OR Number sense OR Number concepts OR Multiplication OR Subtraction OR DE "addition" OR DE "Probability" OR DE "Statistics" OR calculus OR ((SO math* AND (functions)))

AND

(Discourse OR Talk OR talking OR dialog* OR TI discussion* OR SU discussion* OR (AB (math*) N5 AB discussion*) OR (AB ((problem solving) OR arithmetic* OR geometr* OR algebra* OR Numeracy OR (number sense)) N5 AB discussion*) OR AB (*class discussion*) OR AB (classroom* discussion*) OR TI interaction* OR AB (classroom* interaction*) OR AB (*class interaction*) OR ((teach* OR tutor* OR instructor*)(student* OR pupil OR learner) interaction*) OR conversation* OR (classroom* N3 communicati*) OR (math* N3 communicati*) OR ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*))

AND

(classroom* OR *class OR (pupil AND teach*) OR (student* AND teach*) OR (tutor* AND pupil) OR (tutor* AND student*) OR (teach* AND learn*) OR practice* OR instruction)

Ebsco/Education Source

Sökningen utfördes i juni 2016

Teknisk avgränsning: Peer-Reviewed, Publiceringsår från 1980

(TI Math* OR AB math* OR SU math* OR KW math*) OR ((SO math*) AND (TI (problem solving) OR AB (problem solving) OR TI reasoning OR AB reasoning TI Arithmetic* OR AB Arithmetic* OR TI Geometr* OR AB geometr* OR TI Algebra* OR AB Algebra* OR TI Numeracy OR AB Numeracy OR TI (Number sense) OR AB (Number sense) OR TI (Number concepts) OR AB (Number concepts) OR TI Multiplication OR AB Multiplication OR TI Subtraction OR AB Subtraction OR DE "Addition (Mathematics) -- Study & teaching" DE "Probability learning" OR DE "Probability theory -- Problems, exercises, etc." OR DE "Probability theory -- Study & teaching (Elementary)" OR DE "Probability theory -- Study & teaching (Middle school)" OR DE "Statistics -- Study & teaching" OR DE "Statistics -- Study & teaching (Elementary)" OR DE "Statistics -- Study & teaching (Middle school)" OR DE "Statistics -- Problems, exercises, etc." OR TI Calculus OR AB Calculus OR (SO math* AND (TI functions OR AB functions))

AND

(TI Discourse OR AB discourse OR KW discourse OR SU discourse OR TI (Talk OR talking) OR AB (talk OR talking) OR KW (talk OR talking) OR SU (talk OR talking) OR TI dialog* OR AB dialog* OR KW dialog* OR SU dialog* OR TI discussion* OR (AB (math*) N5 AB discussion*) OR (AB ((problem solving) OR arithmetic* OR geometr* OR algebra* OR numeracy OR (number sense)) N5 AB discussion*) OR (AB (*class N5 discussion*) OR AB (classroom N5 discussion*)) OR KW ((math* OR classroom* OR education) AND discussion*) OR SU ((math* OR classroom* OR education) AND discussion*) OR TI interaction* OR AB (classroom* N5 interaction*) OR AB (*class N5 interaction*) OR (AB ((teach* OR tutor* OR instructor*)(student* OR pupil OR learner) N5 interaction*))OR TI conversation* OR AB conversation* OR KW conversation* OR SU conversation* OR TI (classroom* communicati*) OR AB (classroom* N3 communicati*) OR KW (classroom* communicati*) OR SU (classroom* communicati*) OR TI (class communicati*) OR AB (class N3 communicati*) OR KW (class communicati*) OR SU (class communicati*) OR TI (math* communicati*) OR AB (math* N3 communicati*) OR KW (math* communicati*) OR SU (math* communicati*) OR (TI ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)) OR (AB ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)) OR (KW ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)) OR (SU ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)))

AND

TI classroom* OR AB classroom* OR KW classroom* OR SU classroom* OR TI (*class) OR AB (*class) OR KW (*class) OR SU (*class) OR TI (pupil AND teach*) OR AB (pupil AND teach*) OR KW (pupil AND teach*) OR SU (pupil AND teach*) OR TI (student* AND teach*) OR AB (student* AND teach*) OR KW (student* AND teach*) OR SU (student* AND teach*) OR TI (tutor* AND pupil) OR AB (tutor* AND pupil) OR KW (tutor* AND pupil) OR SU (tutor* AND pupil) OR TI (tutor* AND student*) OR AB (tutor*AND student* OR KW (tutor*AND student* OR SU (tutor*AND student* OR TI (teach* AND learn*) OR AB (teach* AND learn*) OR KW (teach* AND learn*) OR SU (teach* AND learn*) OR TI practice* OR AB practice* OR KW practice* OR SU practice* OR TI instruction OR AB instruction OR KW instruction OR SU instruction

Ebsco/PsycInfo

Sökningen utfördes i juni 2016

Teknisk avgränsning: Peer-Reviewed, Publiceringsår från 1980

(TI Math* OR AB math* OR SU math* OR KW math*) OR ((SO math*) AND (TI (problem solving) OR AB (problem solving) OR TI reasoning OR AB reasoning TI Arithmetic* OR AB Arithmetic* OR TI Geometr* OR AB geometr* OR TI Algebra* OR AB Algebra* OR TI Numeracy OR AB Numeracy OR TI (Number sense) OR AB (Number sense) OR TI (Number concepts) OR AB (Number concepts) OR TI Multiplication OR AB Multiplication OR TI Subtraction OR AB Subtraction OR (DE "Statistical Probability" OR DE "Probability") OR DE "Statistics" OR TI Calculus OR AB Calculus OR (SO math* AND (TI functions OR AB functions))

AND

TI Discourse OR AB discourse OR KW discourse OR SU discourse OR TI (Talk OR talking) OR AB (talk OR talking) OR KW (talk OR talking) OR SU (talk OR talking) OR TI dialog* OR AB dialog* OR KW dialog* OR SU dialog* OR TI discussion* OR (AB (math*) N5 AB discussion*) OR (AB ((problem solving) OR arithmetic* OR geometr* OR algebra* OR numeracy OR (number sense)) N5 AB discussion*) OR (AB (*class N5 discussion*) OR AB (classroom* N5 discussion*)) OR KW ((math* OR classroom* OR education) AND discussion*) OR SU ((math* OR classroom* OR education) AND discussion*) OR TI interaction* OR AB (classroom* N5 interaction*) OR AB (*class N5 interaction*) OR (AB ((teach* OR tutor* OR instructor*)(student* OR pupil OR learner) N5 interaction*)) OR TI conversation* OR AB conversation* OR KW conversation* OR SU conversation* OR TI (classroom* communicati*) OR AB (classroom* N3 communicati*) OR KW (classroom* communicati*) OR SU (classroom* communicati*) OR TI (*class communicati*) OR AB (*class N3 communicati*) OR KW (*class communicati*) OR SU (*class communicati*) OR TI (math* communicati*) OR AB (math* N3 communicati*) OR KW (math* communicati*) OR SU (math* communicati*) OR (TI ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)) OR (AB ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)) OR (KW ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*)) OR (SU ((teach* OR tutor* OR instructor*) (student* OR pupil OR learner) communicati*))

AND

TI classroom* OR AB classroom* OR KW classroom* OR SU classroom* OR TI (*class) OR AB (*class) OR KW (*class) OR SU (*class) OR TI (pupil AND teach*) OR AB (pupil AND teach*) OR KW (pupil AND teach*) OR SU (pupil AND teach*) OR TI (student* AND teach*) OR AB (student* AND teach*) OR KW (student* AND teach*) OR SU (student* AND teach*) OR TI (tutor* AND pupil) OR AB (tutor* AND pupil) OR KW (tutor* AND pupil) OR SU (tutor* AND pupil) OR TI (tutor* AND student*) OR AB (tutor*AND student* OR KW (tutor*AND student* OR SU (tutor*AND student* OR TI (teach* AND learn*) OR AB (teach* AND learn*) OR KW (teach* AND learn*) OR SU (teach* AND learn*) OR TI practice* OR AB practice* OR KW practice* OR SU practice* OR TI instruction OR AB instruction OR KW instruction OR SU instruction

Thomson Reuters/Web Of Science

Sökningen utfördes i juni 2016

Teknisk avgränsning: Peer-Reviewed, Publiceringsår från 1980

(TS=math* OR (SO=math* AND TS=(problem solving)) OR (SO=math* AND TS=(reasoning)) OR (SO=math* AND TS=Geometr*) OR TI=geometr* OR TS=Algebra* OR TS=Arithmetic* OR TS=Calculus OR TS=numeracy OR TS=(number sense) OR TS=(number concepts) OR TS=multiplication OR TS=subtraction OR (SO=math* AND TS=functions))

AND

(TS=discourse OR TS=talk OR TS=talking OR TS=dialog* OR TS=(math* NEAR/5 discussion) OR TS=(discussion* NEAR/5 (arithmetic* OR geometr* OR algebra* OR numeracy)) OR TS=(discussion* NEAR/5 ("problem solving" OR "number sense")) OR TS=(discussion* NEAR/5 (*class OR classroom*)) OR TS=(interaction* NEAR/5 (*class OR classroom*)) OR TS=(interaction* NEAR/5 ((teach* OR tutor* OR instructor*) NEAR/5 (student* OR pupil OR learner))) OR TS=conversation* OR TS=(communicati* NEAR/3 (classroom* OR *class OR math*)) OR TS=(communicati* NEAR/3 (teach* OR tutor* OR instructor*) NEAR/3 (student* OR pupil OR learner)))

AND

(TS=classroom* OR TS=*class OR TS=(pupil AND teach*) OR TS=(student* AND teach*) OR TS=(tutor* AND pupil) OR TS=(tutor* AND student*) OR TS=(teach* AND learn*) OR TS=(practice* NEAR/3 (education* OR school* OR teach* OR student* OR learn* OR pedagog*)) OR TS=(instruction NEAR/3 (education* OR school* OR teach* OR student* OR learn* OR pedagog*)))

DiVA (diva-portal.org)

Sökningen utfördes i september 2016

Tekniska avgränsningar:

Publikationstyp: Artikel i tidskrift, Bok, Dissertation, Doktorsavhandling, Kapitel i bok, del av antologi,

Typ av innehåll: Refereegranskat,

Publiceringsår: Från 1980

(TI (matemati* OR geometr* OR problemlösning* OR "matematisk* resonemang" OR algebra* OR aritmeti* OR taluppfattning OR räkning OR "sannolikhetsteori och statistik" OR math* OR arithmetic* OR Numeracy OR Number sense OR calculus OR "problem solving" OR diskurs* OR samtal* OR dialog* OR interaktion* OR kommuni* OR argument* OR diskussion* OR discussion* OR interacti* OR communicati* OR talk* OR discourse* OR conversation*) AND Utbildningsvetenskap (ämne)

Libris (libris.kb.se)

Sökningen utfördes i september 2016

Teknisk avgränsning:

materieltyp=Böcker:avhandlingar,Artiklar:Övriga ,

Publiceringsår: Från 1980

(matematik* OR problemlösning* OR "matematisk* resonemang" OR aritmeti* OR TREE:Tb OR geometri* OR algebra* OR TREE:Tc OR Matematikundervisning (TREE:Eabt) OR mathematics) AND (diskurs OR samtal* OR dialog* OR interaktion* OR kommuni* OR argument* OR discourse OR discussion* OR interacti* OR communicati* OR diskussion*)

SwePub (swepub.kb.se)

Sökningen utfördes i september 2016

Teknisk avgränsning: Publiceringsår från 1980

(matemati* OR geometr* OR problemlösning* OR "matematisk* resonemang" OR algebra* OR aritmeti* OR taluppfattning OR räkning OR hsvkat:10106 OR math* OR arithmetic* OR (tit:math* AND problem solving) OR (tit:math* AND reasoning) OR Numeracy OR Number sense OR Number concepts OR calculus OR (tit:math* AND function*)) AND (diskurs* OR samtal* OR dialog* OR interaktion* OR kommuni* OR argument* OR diskussion* OR discussion* OR interacti* OR communicati* OR talk*) AND (classroom* OR class OR wholeclass OR ((pupil* OR student) AND (tutor* OR teach*)) OR practice* OR instruction OR klassrum* OR klass OR helklass* OR undervisning* OR (lärar* AND elev*) OR lektion* OR pedagogik OR didaktik OR didactic*) AND (((mat:dok OR mat:art OR mat:kap OR mat:bok) AND conttype:ref) OR (mat:dok))

Oria (nb.oria.no)

Sökningen genomfördes i September 2016.

Teknisk avgränsning:

Publiceringsår från 1980

Publikationstyp: dissertations

(Emne: matemati* OR problemløsning* OR resonneringsmetod* OR aritmeti* OR geometr* OR algebra* OR sannsynlighet OR mathematics) AND (Titel: diskurs* OR samtale* OR dialog* OR diskutere OR interaksjon OR kommunikasjon OR argument* OR discourse* OR *class* discussion OR interaction OR communicati* OR talk*)

Forskningsdatabasen (forskningsdatabasen.dk)

Sökningen genomfördes i September 2016

Teknisk avgränsning: Publiceringsår från 1980, Publikationstyp: thesis

(matemati* OR problemløsning* OR ræsonnement OR aritmeti* OR geometr* OR algebra* OR sandsynlighed OR mathematics) AND (diskurs* OR samtale* OR dialog* OR diskutere OR interaktion OR kommunikation OR meddelelse OR argument* OR discourse* OR *class* discussion OR interaction OR communicati* OR talk*)

Finna

Teknisk avgränsning: Publiceringsår från 1980, Publikationstyp: doktorsavhandling

(matemati* OR problemlösning* OR "matematiska resonemang*" OR aritmeti* OR geometr* OR algebra* OR sannolikhetslära OR mathematics) AND (diskurs* OR samtal* OR dialog* OR diskussion* OR interaktion OR kommunikation OR argument* OR discourse* OR *class* discussion OR interaction OR communicati* OR talk*)

Skolporten (Skolporten.se)

Sökningen genomfördes i augusti 2016. Genomläsning av samtliga titlar.

Sökfältet Sök: Matematik

Alla Kategorier

Citeringssökning

Citeringssökning är en sökning efter publikationer som citerar utvalda artiklar. Sökningen utfördes som en kontroll av söksträngens giltighet samt för att hitta publikationer som inte indexerats i databaserna.

Citeringssökningen utfördes på alla de studier som valts ut som ämnesrelevanta för fråga, det vill säga de referenser som var kvar efter att all relevansgranskning genomförts.

Citeringssökningen genomfördes i november 2016 i Google Scholar och WebOfScience. Följande referenser citeringssöktes:

- *Ayalon, M., & Even, R. (2016). Factors Shaping Students' Opportunities to Engage in Argumentative Activity. International Journal of Science and Mathematics Education, 14(3), 575-601.*
- *Baker, M. (1994). A model for negotiation in teaching-learning dialogues. Journal of Artificial Intelligence in Education, 5(2), 199-254.*
- *Baxter, J., Woodward, J., Voorhies, J., & Wong, J. (2002). We Talk about It, But Do They Get It? Learning Disabilities: Research & Practice, 17(3), 173-185.*
- *Brown, R., & Hirst, E. (2007). Developing an understanding of the mediating role of talk in the elementary mathematics classroom. Journal of Classroom Interaction, 41(2), 18-28.*
- *Cengiz, N., Kline, K., & Grant, T. J. (2011). Extending Students' Mathematical Thinking during Whole-Group Discussions. Journal of Mathematics Teacher Education, 14(5), 355-374.*
- *Conner, A., Singletary, L., Smith, R., Wagner, P., & Francisco, R. (2014). Teacher support for collective argumentation: A framework for examining how teachers support students' engagement in mathematical activities. Educational Studies in Mathematics, 86(3), 401-429.*
- *da Ponte, J. P., & Quaresma, M. (2016). Teachers' professional practice conducting mathematical discussions. Educational Studies in Mathematics, 93(1), 51-66.*
- *Doerr, H. M. (2006). Examining the Tasks of Teaching When Using Students' Mathematical Thinking. Educational Studies in Mathematics, 62(1), 3-24.*
- *Drageset, O. G. (2014). Redirecting, progressing, and focusing actions-a framework for describing how teachers use students' comments to work with mathematics. Educational Studies in Mathematics, 85(2), 281-304.*
- *Elbers, E. (2003). Classroom Interaction as Reflection: Learning and Teaching Mathematics in a Community of Inquiry. Educational Studies in Mathematics, 54(1), 77-99.*
- *Elbers, E., & Streefland, L. (2000). Collaborative Learning and the Construction of Common Knowledge. European Journal of Psychology of Education, 15(4), 479-490.*
- *Esmonde, I. i. o. u. c. (2009). Explanations in Mathematics Classrooms: A Discourse Analysis. Canadian Journal of Science, Mathematics & Technology Education, 9(2), 86-99.*
- *Franke, M. L., Turrou, A. C., Webb, N. M., Ing, M., Wong, J., Shin, N., & Fernandez, C. (2015). Student engagement with others' mathematical ideas: The role of teacher invitation and support moves. The Elementary School Journal, 116(1), 1-23.*
- *Gresalfi, M., Martin, T., Hand, V., & Greeno, J. (2009). Constructing Competence: An Analysis of Student Participation in the Activity Systems of Mathematics Classrooms. Educational Studies in Mathematics, 70(1), 49-70.*
- *Henning, J. E., McKeny, T., Foley, G. D., & Balong, M. (2012). Mathematics Discussions by Design: Creating Opportunities for Purposeful Participation. Journal of Mathematics Teacher Education, 15(6), 453-479.*
- *Hufferd-Ackles, K., Fuson, K. C., & Sherin, M. G. (2004). Describing Levels and Components of a Math-Talk Learning Community. Journal for Research in Mathematics Education, 35(2), 81-116.*
- *Hunter, J. (2014). Developing Learning Environments Which Support Early Algebraic Reasoning: A Case from a New Zealand Primary Classroom. Mathematics Education Research Journal, 26(4), 659-682.*
- *Hunter, R. (2012). Coming to "Know" Mathematics through Being Scaffolded to "Talk and Do" Mathematics. International Journal for Mathematics Teaching and Learning, 0.*

- *Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. The Elementary School Journal, 102(1), 59-80.*
- *Krummheuer, G. (2007). Argumentation and Participation in the Primary Mathematics Classroom: Two Episodes and Related Theoretical Abductions. Journal of Mathematical Behavior, 26(1), 60-82.*
- *Lau, P. N.-K., Singh, P., & Hwa, T.-Y. (2009). Constructing Mathematics in an Interactive Classroom Context. Educational Studies in Mathematics, 72(3), 307-324.*
- *Leinhardt, G., & Steele, M. D. (2005). Seeing the Complexity of Standing to the Side: Instructional Dialogues. Cognition and Instruction, 23(1), 87-163.*
- *Makar, K., Bakker, A., & Ben-Zvi, D. (2015). Scaffolding Norms of Argumentation-Based Inquiry in a Primary Mathematics Classroom. ZDM: The International Journal on Mathematics Education, 47(7), 1107-1120.*
- *Marshman, M., & Brown, R. (2014). Coming to Know and Do Mathematics with Disengaged Students. Mathematics Teacher Education and Development, 16(2), 71-88.*
- *Martin, T. S., McCrone, S. M. S., Bower, M. L. W., & Dindyal, J. (2005). The Interplay of Teacher and Student Actions in the Teaching and Learning of Geometric Proof. Educational Studies in Mathematics, 60(1), 95-124.*
- *McCrone, S. S. (2005). The Development of Mathematical Discussions: An Investigation in a Fifth-Grade Classroom. Mathematical Thinking and Learning: An International Journal, 7(2), 111-133.*
- *Mercer, N., & Sams, C. (2006). Teaching Children How to Use Language to Solve Maths Problems. Language and Education, 20(6), 507-528.*
- *Nathan, M. J., & Knuth, E. J. (2003). A Study of Whole Classroom Mathematical Discourse and Teacher Change. Cognition and Instruction, 21(2), 175-207.*
- *O'Connor, M. C. (2001). "Can Any Fraction Be Turned into a Decimal?" A Case Study of a Mathematical Group Discussion. Educational Studies in Mathematics, 46(1), 143-185.*
- *Piccolo, D. L., Harbaugh, A. P., Carter, T. A., Capraro, M. M., & Capraro, R. M. (2008). Quality of Instruction: Examining Discourse in Middle School Mathematics Instruction. Journal of Advanced Academics, 19(3), 376-410.*
- *Radford, L., & Roth, W.-M. (2011). Intercorporeality and Ethical Commitment: An Activity Perspective on Classroom Interaction. Educational Studies in Mathematics, 77(2), 227-245.*
- *Rickard, A. (2014). Unpacking Middle School Students' Ideas about Perimeter: A Case Study of Mathematical Discourse in the Classroom. Mathematics Educator, 23(2), 60-87.*
- *Sherin, M. G. (2002). A Balancing Act: Developing a Discourse Community in a Mathematics Classroom. Journal of Mathematics Teacher Education, 5(3), 205-233.*
- *Takeuchi, M. (2015). The Situated Multiliteracies Approach to Classroom Participation: English Language Learners' Participation in Classroom Mathematics Practices. Journal of Language, Identity, and Education, 14(3), 159-178.*
- *Towers, J., & Hunter, K. (2010). An Ecological Reading of Mathematical Language in a Grade 3 Classroom: A Case of Learning and Teaching Measurement Estimation. Journal of Mathematical Behavior, 29(1), 25-40.*
- *Turner, J. C., Meyer, D. K., Cox, K. E., Logan, C., DiCintio, M., & Thomas, C. T. (1998). Creating contexts for involvement in mathematics. Journal of Educational Psychology, 90(4), 730-745.*
- *Webb, N. M., Franke, M. L., Ing, M., Wong, J., Fernandez, C. H., Shin, N., & Turrou, A. C. (2014). Engaging with others' mathematical ideas: Interrelationships among*

student participation, teachers' instructional practices, and learning. International Journal of Educational Research, 63, 79-93.

- *Viseu, F., & Oliveira, I. B. (2012). Open-Ended Tasks in the Promotion of Classroom Communication in Mathematics. International Electronic Journal of Elementary Education, 4(2), 287-300.*
- *Smith, H., & Higgins, S. (2006). Opening classroom interaction: The importance of feedback. Cambridge Journal of Education, 36(4), 485-502.*
- *Kennedy, N. S. (2009). Towards a Dialogical Pedagogy: Some Characteristics of a Community of Mathematical Inquiry. EURASIA Journal of Mathematics, Science & Technology Education, 5(1), 71-78.*

Kompletteringssökning

En utökad sökning med sökordet *argumentation* samt en breddning av sökordet *interaction* genomfördes i november 2016.

Den kompletterande sökningen utfördes i november 2016

ERIC, Education Source, PsycInfo

math* AND ((responsive classroom*) OR (responsive interaction) OR (classroom* argumentation) OR ((student OR teach*)(argumentation)))

Övriga begränsningar: Peer-Reviewed, 1980-2016, Filtret Educational level (grundskolan)

Web of Science

math* AND ((responsive classroom*) OR (responsive interaction) OR (classroom* argumentation) OR ((student OR teach*)(argumentation)))

Övriga begränsningar: 1980-216, Subject: Education

Kedjesökning

Vid kedjesökning granskas artiklars referenslistor. Kedjesökningen utfördes som en kontroll för att minimera risken att relevanta studier missats. Kedjesökningen genomfördes på ett urval artiklar som genomgått både relevans- och kvalitetsgranskning. Ämnesexperterna gjorde urvalet. Projektgruppen kunde konstatera att urvalet innehöll en bra spridning av de olika ”delområden” som ingår i översikten.

Kedjesökningen genomfördes i november 2016. Referenslistor i följande studier granskades:

- *Mercer, N, & Sams, C. (2006). Teaching children how to use language to solve math problems.*
- *Kazemi, E & Stipek, D (2001) - Promoting Conceptual Thinking in Four Upper-Elementary Mathematics Classrooms. The Elementary School Journal, Vol.102, No 1, 59-80*
- *Henning, J. E., McKeny, T., Foley, G. D., & Balong, M. (2012). Mathematics Discussions by Design: Creating Opportunities for Purposeful Participation. Journal of Mathematics Teacher Education, 15(6), 453-479.*
- *Drageset, O. G. (2014). Redirecting, progressing, and focusing actions-a framework for describing how teachers use students' comments to work with mathematics. Educational Studies in Mathematics, 85(2), 281-304.*