Digitala lärresurser I matematikundervisningen, delrapport skola: Systematisk översikt 2017:02

Engl. transl.: A systematic overview of digital study resources in mathematics teaching in school: Report 2017:02

# Details

## Year

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Swedish

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## Type

Report and working paper

## Publisher

Swedish Institute for Educational Research (Skolforskningsinstitutet)

## Place

Solna, Sweden

## Topics

## Sample

75 research publications relating to the research questions of the overview report (on the part of compulsory school and upper secondary school).

## Implications For Educators About

* STEM Education
* School innovation
* Professional development

## Implications For Stakeholders About

Researchers

# Abstract

This report provides a systematic overview of research on digital study resources aimed at assisting children's and pupils' development of mathematics skills. The report covers compulsory school and upper secondary school teaching of mathematics. In the present partial report, results related to secondary school and upper secondary school are presented.
The digital study resources presented in the report are all interactive in their nature. That means that students assume an active role in relation to them in the actual classroom situation in which they are utilized.
The specific questions tackled in this overview are:
- The effects of mathematics teaching utilizing digital study resources on students' mathematics skills, and
- the factors that either enhance or impede this effect.
The research arises, among other things, from questions received from teachers about whether instruction utilizing digital study resources can contribute to pupils' mathematics skills development.
(Trans. by coder)

# Outcome

Teaching with the help of digital study resources can have positive effects; those resources with a clear and more narrowly defined content focus are more likely to produce positive effects; same applies to those that offer a varied way of experiencing and communicating mathematics; broader course packages tend to function less well than most other types of digital study resources with a more narrowly defined subject content; the role and input of the teacher remains, however, always of key importance.
(Authors, xiii-xiv; trans. by coder)