“I Didn’t Understand, I´m Really Not Very Smart”: How Design of a Digital Tutee’s Self-Efficacy Affects Conversation and Student Behavior in a Digital Math Game

# Details

## Year

Not reported

## Scope

Other

## Countries

Sweden

## Type

Empirical research – Mixed methods

## Methodologies

## Researched Groups

Children

## Children Ages

## Informed Consent

Consent not mentioned

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://www.mdpi.com/2227-7102/9/3/197

## Data Set Availability

Data availability statement in the publication

# Goals

"Q1. What difference does the self-efficacy of digital tutees and students make, to what extent, and how:
(a) the students react and respond to the digital tutees’ feedback?
(b) the students comment on the digital tutees’ intelligence and competence?
(c) the students comment on the digital tutees’ attitude?
Q2. Are there any relations between students’ chat behavior and students’ performance?"
(Authors, in section 1.2.)