

### Journal club 2022

#### January

Siry, C., & Gorges, A. (2020). Young students' diverse resources for meaning making in science: Learning from multilingual contexts. *International Journal of Science Education*, 42(14), 2364–2386.

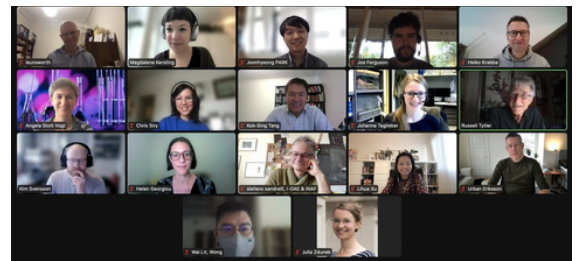
<https://doi.org/10.1080/09500693.2019.1625495>



#### February

Prain, V., & Tytler, R. (2021). Theorising Learning in Science Through Integrating Multimodal Representations. *Research in Science Education*.

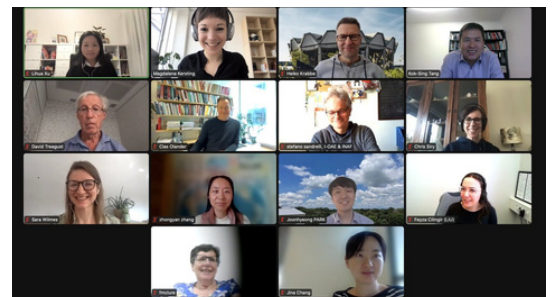
<https://doi.org/10.1007/s11165-021-10025-7>



#### March

Tang, K. (2022). Material inquiry and transformation as prerequisite processes of scientific argumentation: Toward a social-material theory of argumentation. *Journal of Research in Science Teaching*, tea.21749.

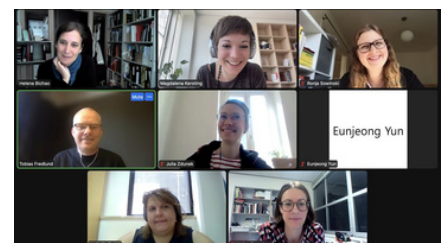
<https://doi.org/10.1002/tea.21749>



#### April

Fredlund, T., Beate Remmen, K., & Knain, E. (2021). The epistemological commitments of modes: Opportunities and challenges for science learning. *Visual Communication*, 147035722110389.

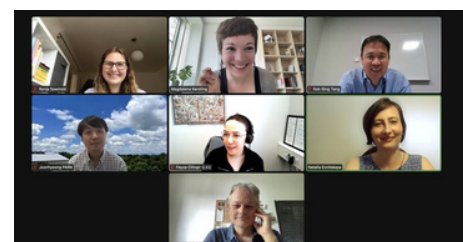
<https://doi.org/10.1177/14703572211038991>



#### May

Evnitskaya, N., & Dalton-Puffer, C. (2020). Cognitive discourse functions in CLIL classrooms: Eliciting and analysing students' oral categorizations in science and history. *International Journal of Bilingual Education and Bilingualism*, 1–20.

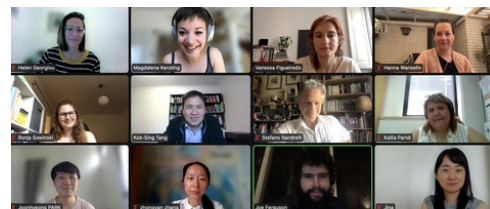
<https://doi.org/10.1080/13670050.2020.1804824>



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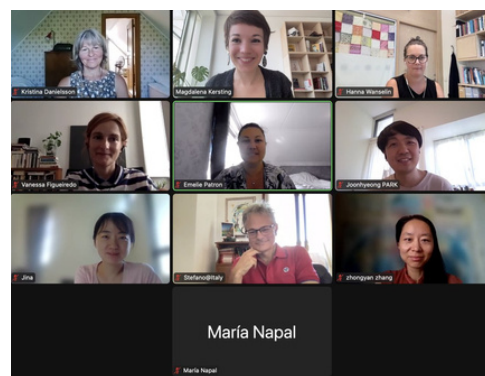
#### June

Ferguson, J. P. (2022). A Peircean Socio-Semiotic Analysis of Science Students' Creative Reasoning as/Through Digital Simulations. *Research in Science Education*, 52(3), 773–803. <https://doi.org/10.1007/s11165-021-10033-7>



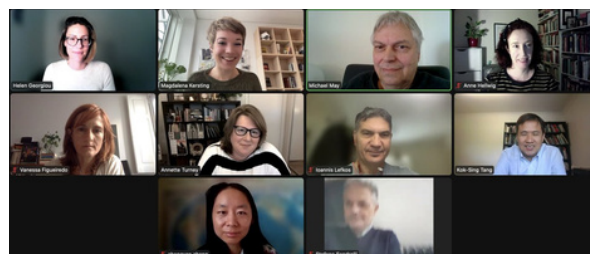
#### August

Wanselin, H., Danielsson, K., & Wikman, S. (2022). Analysing Multimodal Texts in Science—A Social Semiotic Perspective. *Research in Science Education*, 52(3), 891–907. <https://doi.org/10.1007/s11165-021-10027-5>



#### September

Nielsen, W., Turney, A., Georgiou, H., & Jones, P. (2022). Meaning Making with Multiple Representations: A Case Study of a Preservice Teacher Creating a Digital Explanation. *Research in Science Education*, 52(3), 871–890. <https://doi.org/10.1007/s11165-021-10038-2>



#### October

Moro, L., Mortimer, E. F., & Tiberghien, A. (2020). The use of social semiotic multimodality and joint action theory to describe teaching practices: Two cases studies with experienced teachers. *Classroom Discourse*, 11(3), 229–251. <https://doi.org/10.1080/19463014.2019.1570528>



#### November

Sjøberg, M., Furberg, A., & Knain, E. (2022). Undergraduate biology students' model-based reasoning in the laboratory: Exploring the role of drawings, talk, and gestures. *Science Education*, sce.21765. <https://doi.org/10.1002/sce.21765>

