

Journal club 2023

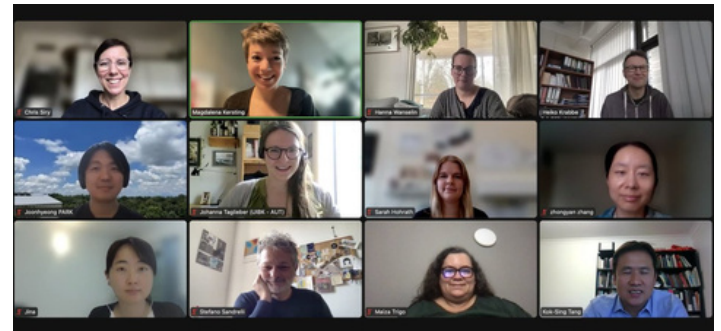
February

Park, J., Chang, J., Park, J., & Yoon, H.-G. (2022). Features of and representational strategies in instructional videos for primary science classes. *International Journal of Science Education*, 1-26. <https://doi.org/10.1080/09500693.2022.2126289>



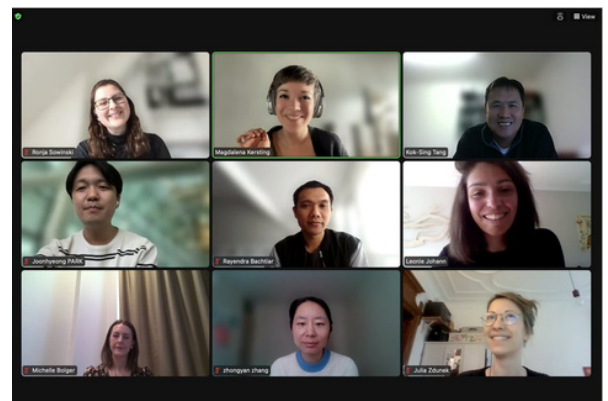
March

Oliveira, A. W., & Sadler, T. D. (2008). Interactive patterns and conceptual convergence during student collaborations in science. *Journal of Research in Science Teaching*, 45(5), 634-658. <https://doi.org/10.1002/tea.20211>



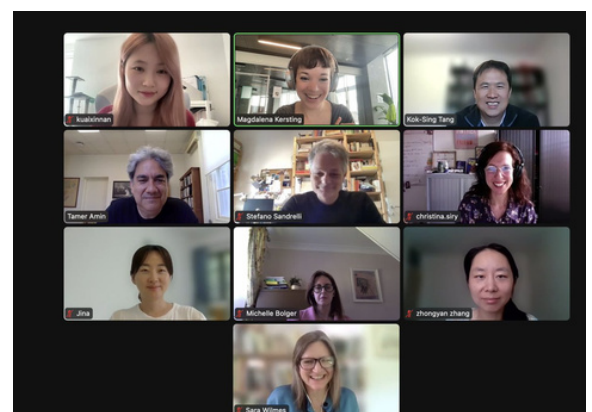
April

Roth, W. (1999). Discourse and agency in school science laboratories. *Discourse Processes*, 28(1), 27-60. <https://doi.org/10.1080/01638539909545068>



May

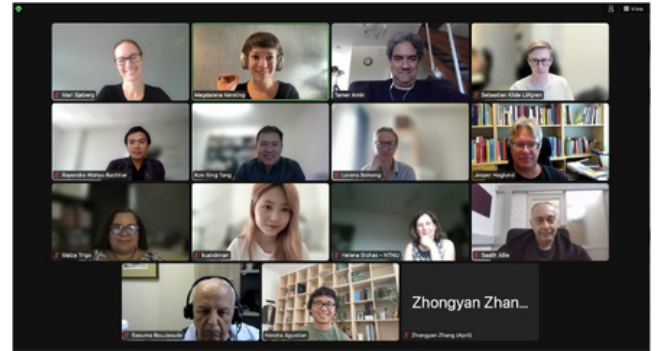
Amin, T. & Badreddine, D. (2020). Teaching science in Arabic: Diglossia and discourse patterns in the elementary classroom. *International Journal of Science Education*, 42(14), 2290-2330. <https://doi.org/10.1080/09500693.2019.1629039>



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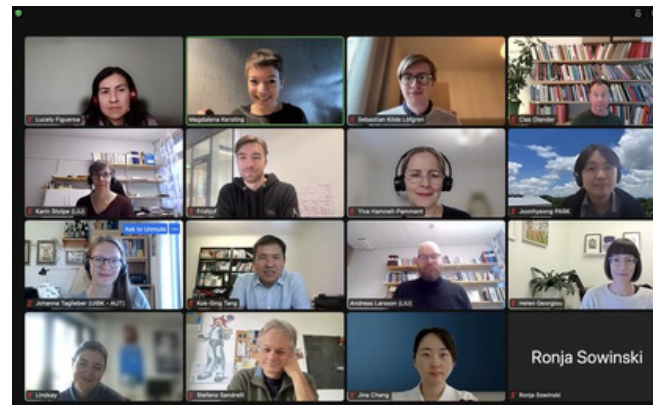
June

Kersting, M., Amin, T. G., Euler, E., Gregorcic, B., Haglund, J., Hardahl, L. K., & Steier, R. (2023). What Is the Role of the Body in Science Education? A Conversation Between Traditions. *Science & Education*.
<https://doi.org/10.1007/s11191-023-00434-7>



October

Larsson, A., & Stolpe, K. (2022). Hands on programming: Teachers' use of Metaphors in gesture and Speech make Abstract concepts tangible. *International Journal of Technology and Design Education*.
<https://doi.org/10.1007/s10798-022-09755-0>



November

Charamba, E. (2020). Translanguaging in a multilingual class: A study of the relation between students' languages and epistemological access in science. *International Journal of Science Education*, 42(11), 1779–1798.
<https://doi.org/10.1080/09500693.2020.1783019>

