

**ZMATH 2015f.00239**

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**Socio-professional inclusion and student communities. To the didactisation of peer support in the beginning of primary school. (Sociofaglig inklusion og elevfællesskaber. Til didaktiseringen af kammerathjælp i matematikundervisning på folkeskolens begyndertrin.)**

Nord. Mat.didakt. 20, No. 2, 27-52 (2015).

Summary: This article is based on a case study investigating mathematics teaching and learning in four classrooms (1–3 grade) at two different primary schools. Using narratives constructed on pupil interviews and observations of mathematics teaching, the article gives examples of how pupils – for whom mathematics is extensively difficult – implement strategies for gaining acceptance as legitimate participants in pupil communities. Pupils engaged in collaborative mathematics activities draw on their social capital by offering themselves as a friend or dominant partner. The study indicates that mathematics teachers must not only have an eye for organizing cooperative structures, but also provide specific academic support. The analyses illustrate the need for a new notion of inclusion: “socioacademic inclusion”. The article concludes with some didactic points of attention for maximizing the learning potential inherent in peer support.

Summary: Artiklen tager udgangspunkt i et casestudie, der undersøger matematikundervisningen i fire indskolingsklasser (1.–3. klasse). Gennem historier, baseret på elevinterviews og observationer, giver artiklen eksempler på, hvordan elever i matematikvanskeligheder iværksætter strategier med henblik på at blive legitime deltagere i elevfællesskabet. Når eleverne samarbejder om matematik, anvender de deres sociale kapital i form af, at de byder sig til som ven eller dominerende partner. Det synliggøres i artiklen, at det ikke er nok, at matematiklæreren har blik for at organisere samarbejdsstrukturen – der skal også støttes matematikfagligt. Analyserne illustrerer behovet for et nyt inklusionsbegreb: “sociofaglig inklusion”. Artiklen afsluttes med konkrete fagdidaktiske opmærksomhedspunkter som anledning til at udnytte læringspotentialiet i kammerathjælp.

*Classification:* C72 C32 C62

*Keywords:* primary education; peer support; learning; teaching