

Noten bij het artikel

Ellen van Kesteren. (2020). Digitaal leren in de wiskundeles. *Euclides*, 95(6), 4-7.

- [1] Koehler, M. J., Mishra, P., Bouck, E. C., DeSchryver, M., Kereluik, K., Shin, T. S., & Wolf, L. G. (2011). Deep-play: Developing TPACK for 21st century teachers. *International Journal of Learning Technology*, 6(2), 146-163.
- [2] Ma, W., Adesope, O., Nesbit, J., & Liu, Q. (2014). Intelligent Tutoring Systems and learning outcomes: A meta-analysis. *Journal of Educational Psychology*, 106(4), 901-918.
- [3] Duckworth, K., Akerman, R., Macgregor, A., Salter, E., & Vorhaus, J. (2009). Self-regulated learning: a literature review. *Leading Education and Social Research*, 5.
- [4] Drijvers, P. (2015). *Denken over wiskunde, onderwijs en ict* [Inaugurele rede]. Universiteit van Utrecht: Utrecht.
- [5] Cheung, A. C. K., & Slavin, R. E. (2012). The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms : A meta-analysis. *Educational Research Review*, 9, 88-113.
- [6] Erdemir, M., & Ingec, S. K. (2016). Investigating pre-service mathematics teachers' innovation awareness and views regarding Intelligent Tutoring Systems. *Universal Journal of Educational Research*, 4(12), 2783-2794.
- [7] Burns, M. K. (2015). Effect of a computer-delivered math fact intervention as a supplemental intervention for math in third and fourth grades. *Remedial and Special Education*, 33(3), 184-191.
- [8] Paiva, R. C., Ferreira, M. S., & Frade, M. M. (2017). Intelligent tutorial system based on personalized system of instruction to teach or remind mathematical concepts. *Journal of Computer Assisted Learning*, 33(4), 370-381
- [9] Faber, J. M., Luyten, H., & Visscher, A. J. (2017). The effects of a digital formative assessment tool on mathematics achievement and student motivation: Results of a randomized experiment. *Computers and Education*, 106, 83-96.
- [10] Haelermans, C., & Ghysels, J. (2013). *The effect of an online practice tool on math performance in secondary education*.
- [11] Haelermans, C., & Ghysels, J. (2017). The effect of individualized digital practice on math skills at home: Evidence from a two-stage experiment on whether and why it works. *Computers and Education*, 113(1), 119-134.
- [12] Deci, E. L., & Ryan, R. M. (2000). The 'What' and 'Why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 37-41.