## **Table of contents**

| Abst  | rac              | t     |  | İİ    |  |  |
|-------|------------------|-------|--|-------|--|--|
| Tabl  | е о              | f co  | ntents   | V     |  |  |
| Ackr  | Acknowledgements |       |  |       |  |  |
| List  | of f             | igure | es   | x     |  |  |
| List  | of t             | able  | s  | xiii  |  |  |
| List  | of a             | appe  | ndices   | . xvi |  |  |
| Intro | du               | ction | 1  | 1     |  |  |
| 1     | Inte             | gra   | ted learning of mathematics and science  | 3     |  |  |
| 1.    | 1                | Arg   | uments for integrated learning of mathematics and science  | 3     |  |  |
| 1.2   | 2                | Def   | ining integration of mathematics and science   | 5     |  |  |
| 1.3   | 3                | -     | olication of mathematics in scientific inquiry - a framework for<br>signing integrated learning environments                         | 9     |  |  |
|       | 1.3              | .1    | Inquiry-based science learning   | 10    |  |  |
|       | 1.3              | .2    | Mathematics in inquiry-based science learning  | 11    |  |  |
|       | 1.3              | .3    | Realistic Mathematics Education  | 12    |  |  |
| 1.4   | 4                | Оре   | erationalizing the benefits of integrated learning for students  | 15    |  |  |
|       | 1.4              | .1    | Affective student outcomes: interest and self-concept  | 17    |  |  |
|       | 1.4              | .2    | Epistemological student outcomes: view of nature of science and mathematics and view of the relation between mathematics and science | 19    |  |  |
|       | 1.4              | .3    | Achievement: Conceptual understanding  |       |  |  |
| 1.    | 5                | Em    | pirical evidence   |       |  |  |
| 2     | Res              | sear  | ch questions   | 35    |  |  |
| 3     | Me               | thod  | s  | 39    |  |  |
| 3.    | 1                | Stu   | dy design and procedure  | 40    |  |  |
| 3.2   | 2                | Sci   | ence camps as research setting   | 41    |  |  |
| 3.3   | 3                | Sar   | mple and allocation of participants to treatment groups  | 42    |  |  |
| 3.4   | 4                | Des   | scription and analysis of research methods   | 46    |  |  |
| ;     | 3.4              | .1    | Concept Maps   | 47    |  |  |
| ;     | 3.4              | .2    | Questionnaire and statistical analysis   | 52    |  |  |
| ,     | 3.4              | .3    | Interviews and qualitative content analysis  | 62    |  |  |

| 4 Lea | rning Environments  | 67    |
|-------|---|-------|
|       | Climate Change – societally relevant context and content for integrated learning  | 67    |
|       | Mathematical concept of functions: definition, facets, and students' conception   | 69    |
| 4.3   | Explicit and Implicit: inquiry-based learning about climate change                | 70    |
|       | Explicit: mathematical activities explicating the mathematical concept function   | 76    |
| 5 Res | sults   | 81    |
| 5.1   | Comparability of treatments Explicit and Implicit                                 | 81    |
| 5.2   | Q1: Understanding of the mathematical concept function                            | 84    |
| 5.2.  | 1 Scope of Concept Maps   | 84    |
| 5.2.  | 2 Score for Correctness   | 85    |
| 5.2.  | 3 Structure   | 87    |
| 5.2.  | 4 Cross connections   | 88    |
| 5.3   | Q2: Effects on science-related student outcomes                                   | 89    |
| 5.3.  | 1 Q2.1: Interest in Science   | 89    |
| 5.3.  | 2 Q2.2: Science self-concept  | 90    |
| 5.3.  | 3 Q2.3: View of nature of science   | 92    |
| 5.4   | Q3: Effects on mathematics-related student outcomes                               | 97    |
| 5.4.  | 1 Q3.1: Interest in mathematics   | 97    |
| 5.4.  | 2 Q3.2: Mathematics self-concept  | 99    |
| 5.4.  | 3 Q3.3: View of nature of mathematics   | . 101 |
|       | Q4 & Q5: Effect on students' view of the relation between mathematics and science | . 102 |
| 5.5.  | 1 Q4: The category system   | . 102 |
| 5.5.  | 2 Q5: Changes in students' view of the relation between mathematics and science   | . 109 |
| 5.6   | Short summary of results  | 115   |

| 6 Dis    | cussion   | 117 |  |
|----------|---|-----|--|
| 6.1      | Student outcomes effected by integrated learning                                      | 118 |  |
| 6.2      | Limitations   | 118 |  |
| 6.3      | Student outcomes considerably influenced by integrated learning                       | 121 |  |
| 6.4      | Student outcomes showing no evidence of impact by integrated learning                 | 126 |  |
| 6.5      | Effects on students' view of the relation between mathematics and science (Q4 and Q5) | 127 |  |
| 6.6      | Implications for integrated teaching and learning of science and mathematics          | 135 |  |
| 6.7      | Further research  | 139 |  |
| 6.8      | Contribution to research about integrated learning of mathematics and science         | 141 |  |
| 7 Re     | 7 References  |     |  |
| Annendix |   |     |  |