

## A scoping review of research into mathematics classroom practices and affect

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We argue that affective research in mathematics is compelling when affect is explored within the mathematics classroom and in relation to classroom practices. We therefore used a systematic scoping review methodology (Peters et al., 2020) to identify a notably small data corpus of approximately 250 papers relating to mathematical classroom practice and student affect. Initial analysis described a range of classroom practices employed in mainly upper-primary and secondary school. Classroom practices were described to varying depths, including use of technology, teacher interactions, and collaborative group work, and were related to a range of, often poorly-defined, affective constructs.

### References

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