

## Students' interactions and decision-making process when playing educational card game

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The current research paper focuses on analysis of video recordings of students playing a card game about fractions. The analysis focuses on the pupils' social interactions and decision-making process. The results indicate that decision-making and negotiation are not straightforward practices when students are playing educational games. Focus is on describing and exemplifying how pupils organize their social interaction as they make decisions when playing educational card game. When studying the situations closely we find recurring patterns regarding how students express their knowledge and authority when making decisions during educational card games. Findings indicate that both epistemic and deontic rights play a key role in the decision-making process. In addition, findings indicate that preconceived epistemic status does not seem to influence students' ability to express disagreement and take the initiative to suggest future action in the decision-making process.