

Correction

Correction: Lehtonen et al. The Potentials of Tangible Technologies for Learning Linear Equations. *Multimodal Technol. Interact.* 2020, 4, 77

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In the original publication, there was a mistake in Table 3 as published.

We, the authors, wish to make the following correction to our paper [1]. There is a typing error in the last cell of Table 3 regarding the total n (%) value of verbalisation and physical actions 105 (6.6). The corrected Table 3 appears below. The authors apologise for any inconvenience caused and state that the scientific conclusions are unaffected. The original publication has also been updated.



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Table 3. Observed frequencies and percentages of peer communication episodes regarding directions and types by instructional condition.

Communication	Paper-and-Pencil	X-is	Total
	n (%)	n (%)	n (%)
Directions (N = 287)			
One-way	51 (17.8)	60 (20.9)	111 (38.7)
Two-way	34 (11.8)	142 (49.5)	176 (61.3)
Types (N = 287)			
Verbalisation	62 (21.6)	97 (33.8)	159 (55.4)
Physical actions	7 (2.4)	16 (5.6)	23 (8.0)
Verbalisation and physical actions	16 (5.6)	89 (31.0)	105 (36.6)

Reference

1. Lehtonen, D.; Machado, L.; Joutsenlahti, J.; Perkkilä, P. The Potentials of Tangible Technologies for Learning Linear Equations. *Multimodal Technol. Interact.* 2020, 4, 77. [[CrossRef](#)]



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