

Online Resource 2

25 Years Later: A Systematic Review of Mathematics and Science Integration in Primary and Secondary Education

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Online Resource 2. Characteristics of the 140 articles arranged in a descending order using N(%) format

Category of MSI studies	Non-empirical 58 (41%)	Teacher studies 31 (22%)	Theoretical 23 (16%)	Empirical incomplete 22 (16%)	Quasi-experimental 6 (4%)			
Profession of the authors	Researchers only 100 (71%)	Researchers and Teachers 19 (14%)	Teachers only 13 (9%)	Others only 5 (4%)	Researchers and Others 2 (1%)	Teachers and Others 1 (1%)		
Discipline of the authors	Not specified 75 (54%)	Only science 21 (15%)	Science and mathematics 20 (14%)	Only Mathematics 10 (7%)	Education or Psychology 5 (4%)	Science and other non-mathematics 4 (3%)	Mathematics and other non-science 3 (2%)	Technology 2 (1%)
Level of education considered	Middle School 42 (30%)	High School 34 (24%)	Primary Education 31 (22%)	Middle and High Schools 13 (9%)	Primary Education, Middle School and High School 8 (6%)	Not specified 8 (6%)	Primary and Middle 4 (3%)	
Discipline integrated with mathematics	General science 63 (45%)	Biology 30 (21%)	Physics 28 (20%)	Earth Science 8 (6%)	Chemistry 6 (4%)	Biology and Physics 4 (3%)	Biology and Chemistry 1 (1%)	
Centrality of technological tools	Not involved 71 (51%)	Anecdotal 26 (19%)	No intervention 25 (18%)	Central 18 (13%)				
Length of the intervention	Less than a week 63 (45%)	Between one month and a year 31 (22%)	Between one week and one month 8 (6%)	More than one year 8 (6%)				
Measurement methodology	None 85 (61%)	Qualitative 23 (16%)	Quantitative 20 (14%)	Mixed 12 (9%)				