



Innovations in Mathematics Education: Evaluation, Research and Practice

Guest Editors:

Dr. Christopher R. Rakes

Associate Professor, Department of Education, University of Maryland Baltimore County, Baltimore, MD 21250, USA

Prof. Dr. Robert N. Ronau

Emeritus: College of Education and Human Development, University of Louisville, Louisville, KY 40292, USA

Dr. Jon Saderholm

Associate Professor, Education Studies Department, Berea College, Berea, KY 40404, USA

Deadline for manuscript submissions:

1 December 2024

Message from the Guest Editors

Dear Colleagues,

Professional practice in mathematics education demands explicit attention to equity (National Council of Teachers of Mathematics (NCTM), 2018). In classroom practice, the focus is on developing robust mathematics lessons that open the conceptual space for all students (e.g., increased student communication, multiple representations, climate of respect; Sawada et al., 2002) and providing instructional supports to ensure the success of all students (e.g., additional time; NCTM, 2018). Equitable, meaningful assessment is an indispensable component of classroom practice.

Teachers regularly carry out research in their classrooms (Anderson and Shattuck, 2012) and seek out research that is directly applicable to the classroom (Drill et al., 2012). Methods such as design-based research are especially useful to support partnerships between researchers and practitioners with a goal of generating outcomes that are both practical and contribute to theory (Anderson and Shattuck, 2012).

This Special Issue provides the opportunity to present original research and evaluation of mathematics education innovation. Research-to-practice articles are also highly valued...





an Open Access Journal by MDPI

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.

High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank: CiteScore - Q1 (*Education*)

Contact Us

Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

Tel: +41 61 683 77 34
www.mdpi.com

mdpi.com/journal/education
education@mdpi.com
[X@EducSci_MDPI](https://twitter.com/EducSci_MDPI)