



Innovations in Mathematics Education: Evaluation, Research and Practice

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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...





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Message from the Editor-in-Chief

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