

Special Issue

Critical Mathematics Education: Bridging Theory, Practice, and Social Change

Message from the Guest Editor

Critical mathematics education (CME) accentuates the social, political, and ethical dimensions of mathematics and challenges the traditional views of the discipline as a neutral and objective field of study. Rather, CME holds that mathematics is deeply entangled with societal structures, power relations, and cultural values.

This special issue seeks to make further innovative contributions to the field of CME, and we invite original research articles or reviews that align with this objective. Potential topics of interest include, but are not limited to, the following:

Practical implementation of CME strategies
Cultural and Contextual Relevance to CME
Student outcomes and impact of CME
Integration of CME with other disciplines
Technology and CME
Student agency and voice in CME
Policy and institutional barriers to the implementation of CME

Guest Editor

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Deadline for manuscript submissions

closed (30 June 2025)



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About the Journal

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).