

Special Issue

Different Approaches in Mathematics Teacher Education

Message from the Guest Editors

This Special Issue focuses on different approaches to mathematics teacher education. Specifically, it focuses on participants and key actors (preservice and in-service teachers and mathematics teacher educators), different institutional contexts and learning and development processes.

Mathematical knowledge for teaching, specific professional practices in mathematics teaching and mathematics teacher educators' knowledge and learning are issues of prominence in research and relevant to our understanding of mathematics teacher education in different contexts. Furthermore, issues about the assessment of learning and teaching competence development in relation to different institutional contexts throughout the world are of great importance. Additionally, we must address issues related to mathematics teacher educators' learning and development. We also consider the attitudinal dimensions of key actors in these processes. Other issues are the development of different theoretical approaches with specific tasks in mathematics teacher education programs, and different methodological approaches.

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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.

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