

Special Issue

The Fruitful Interplay Between Disciplinary, Interdisciplinary and Transdisciplinary Teaching and Learning in Mathematics Education: Epistemological, Anthropological and Institutional Issues

Message from the Guest Editors

The integration of disciplinary, interdisciplinary, and transdisciplinary approaches in mathematics education has the potential to transform teaching and learning by fostering deeper conceptual understanding, contextual relevance, and critical thinking. This Special Issue explores the interplay between these didactical paradigms, emphasizing their contributions to addressing epistemological, anthropological, and institutional challenges in mathematics education.

This Special Issue invites contributions that examine the theoretical frameworks, practical implementations, and institutional policies that support or hinder the integration of these approaches. Key themes include the epistemological implications of crossing disciplinary boundaries, the anthropological dimensions of culturally responsive mathematics education, and the institutional shifts required to embrace innovative teaching practices. By highlighting successful examples and identifying persistent barriers, this Special Issue aims to inspire transformative practices that empower educators and learners in a rapidly evolving educational landscape.

Guest Editors

Dr. Laura Branchetti

Department of Mathematics "Federigo Enriques", University of Milan (Statale), 20133 Milan, Italy

Dr. Gabriella Pocalana

Department of Mathematics, University of Pavia, 27100 Pavia, Italy

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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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