

Special Issue

Fostering Mathematics Teachers for a New Era

Message from the Guest Editors

Society is evolving at an ever-increasing pace, experiencing profound changes. Children and young people use digital technologies for entertainment, for reaching contacts on social networks, and have free access to powerful tools such as ChatGPT. Migratory and demographic movements have dramatically altered the living conditions of social groups around the world. Climate change and pollution, as well as the defense of social rights and the escalation of conflicts between countries, pose serious challenges to our survival as a human species. All of this requires a response on the part of the school, with a change in the teacher–student relationship, in the nature of classes and other learning activities, in teaching methodologies, and in assessment. The discipline of mathematics, with a central place in all educational systems, has an unavoidable responsibility to reflect on these issues and find ways to face them. In the era we are entering, what will be the role of the discipline of mathematics? How will teaching and learning take place? This Special Issue aims to contribute to the debate on this topic.

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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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