

Special Issue

Engaging Children in Math: Game-Based and Playful Approaches to Learning

Message from the Guest Editors

This Special Issue aims to advance the discussion on playful and game-based learning and their theoretical foundations in mathematics education, to highlight emerging themes in the field and to showcase recent findings from international studies. We welcome papers examining topics such as the following:

- Theoretical perspectives on the role of games and play in cognitive and emotional engagement in mathematics across various educational stages;
- Insights into how different game formats impact mathematical understanding and skill development from primary through secondary and tertiary education;
- Empirical studies detailing the design, implementation, and outcomes of game-based approaches in diverse educational settings and across different grade levels;
- Case studies and practical examples of effective game-based interventions, particularly those addressing common challenges in mathematics learning, such as anxiety, low engagement, or motivation, across all ages;
- Discussions on curriculum integration and the potential for games to support differentiated and inclusive learning in mathematics, adaptable to varying levels of mathematical competence and understanding.

Guest Editors

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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.

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