

Special Issue

Mathematics Education in the Digital Age: Integrating Technology to Enhance Mathematics Teaching and Learning

Message from the Guest Editors

This Special Issue seeks to bring together high-quality scholarship that examines the opportunities, challenges, and innovations in integrating technology into mathematics teaching and learning across a range of educational levels and contexts, including K–12, undergraduate and graduate education, teacher education, and informal or out-of-school environments. Potential topics for submissions include, but are not limited to, the following:

- Designing, implementing, and evaluating technology-rich mathematical tasks;
- Artificial intelligence, machine learning, and adaptive technologies in mathematics teaching and learning;
- Dynamic, interactive, and visualization tools for enhancing teaching practices and student learning;
- Students' opportunities and challenges in learning mathematics in technology-rich environments;
- Technology-supported pedagogical approaches for developing mathematical concepts, reasoning, and processes;
- Teachers' decision-making processes in integrating technology into practice;
- Theoretical perspectives on the interplay between digital tools, pedagogy, and student learning.

Guest Editors

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Deadline for manuscript submissions

31 December 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/262794

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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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