

Special Issue

Mathematics Education: Challenges in Skill Development, Assessment and Evaluation

Message from the Guest Editor

Mathematics education continuously faces various challenges, and not just because of the current pandemic. Fluctuating level of motivation of students, overloaded and difficult-to-process curriculum, and meeting the requirements of the labor market are just some of the issues we seek to solve in mathematics education. Skill development and assessment are also among these challenges: finding the most effective way to develop the necessary mathematical skills and choosing the most appropriate way to evaluate these skills are of utmost importance in our mission. This Special Issue is open to articles, including research papers, reviews of research studies, and practical and conceptual pieces, which tackle some of these challenges. From primary school to teacher training, from numeracy to spatial imagination and other spatial skills, a range of levels and skills and their evaluation are in our focus. Alternative approaches and concepts of teaching mathematics for students with special needs and with various social backgrounds are also welcome.

Guest Editor

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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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