

# Special Issue

## Mathematics Teacher's Specialised Knowledge

### Message from the Guest Editor

Since the seminal works of Lee Shulman, the study of teachers' knowledge has become one of the prioritized objectives in teacher education. In mathematics teachers' education, this question has been approached using several analytical models, all of them converging on the idea that this knowledge is specific to the teaching profession, a kind of applied mathematics where the content is seen from the perspective of its teaching and learning. This issue is intended to show the state of affairs, highlighting different perspectives on how to cover teachers' knowledge and their involvement in the training of mathematics teachers.

### Guest Editor

Prof. Dr. Luis Carlos Contreras-González  
Didactics of Mathematics, University of Huelva, Huelva, Spain

### Deadline for manuscript submissions

closed (31 December 2022)



## Mathematics

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### Message from the Editor-in-Chief

The journal *Mathematics* publishes high-quality, refereed papers that treat both pure and applied mathematics. The journal highlights articles devoted to the mathematical treatment of questions arising in physics, chemistry, biology, statistics, finance, computer science, engineering and sociology, particularly those that stress analytical/algebraic aspects and novel problems and their solutions. One of the missions of the journal is to serve mathematicians and scientists through the prompt publication of significant advances in any branch of science and technology, and to provide a forum for the discussion of new scientific developments.

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### Editor-in-Chief

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