



Methods and Tools in Mathematics Education

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Message from the Guest Editors

Dear Colleagues,

The purpose of this Special Issue is to focus on mathematics education research that addresses the role of methods and tools in mathematics teaching and learning, looking at success as related to mathematical activity, as well as related to learners' engagement and motivation. Recently, growing attention has been drawn to the relevance of expressive technology (e.g., dynamic geometry environments, interactive microworlds, and software) in the circulation of affect in the mathematics classroom and to the emotional investment of learners. Expressive technology has been studied in terms of engagement and agency, as well as in terms of the quality of the mathematical experiences that learners can have. However, few studies center on the ways that these aspects of learning are distributed across a material activity with tools and are changed in relation to how students work during regular mathematics lessons. The role of the teacher is also an object of study, for example, in respect to teacher training programs or the mathematics classroom.





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Message from the Editor-in-Chief

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