



Teaching and Assessing Mathematics in a Digital World

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Message from the Guest Editors

Dear colleagues,

The aim of this Special Issue is to gather a set of reports from research on how the wide and pervasive spreading of digital technologies is changing the actual practices of teaching mathematics, with a particular focus on the processes related to assessing the students' learnings.

With this Special Issue, we intend to help to share experiences about, and to discuss how the features of the different school systems impact on the acceptance, the spreading, and the sharing of digital-based practices of teaching, learning and assessing mathematics at all educational levels.

This is a topic which has become particularly relevant due to the period of "enforced digitalization" that almost all schools systems in the world have experienced, are experiencing, and will experience in the COVID era.

We are interested in papers which address this topic either at the systemic or at the classroom level. Perspectives which join the local and the global are welcome.

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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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