



Using Technology in Teaching Mathematics

Guest Editor:

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Message from the Guest Editor

This upcoming Special Issue of *Education Sciences* aims to present an overview of the latest research on how technology can be used to promote and measure conceptual understanding. Papers on (but not limited to) the following themes are of interest:

- Laying the foundation for the effective use of technology through theoretical and conceptual frameworks;
- Using technology to support culturally relevant pedagogy;
- Portraying mathematics phenomena through non-linguistic representations;
- Supporting special populations in mathematics;
- Building mathematics connections;
- Engaging students through cooperative and collaborative learning;
- Strengthening meta-cognition in mathematics;
- Promoting mathematical thinking and reasoning;
- Teaching mathematics through inquiry, discovery, experimentation, and simulation;
- Connecting technology to curriculum;
- Assessing student outcomes of technology in mathematics education.





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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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