Learning and Teaching Mathematics-Related Courses During the Covid-19 Pandemic

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Message from the Guest Editors

The COVID-19 pandemic has affected all aspects of our lives, including our values, habits, and beliefs. Teaching and learning processes are no exception, as restrictions have been imposed at all levels of the school system and practically all worldwide. In recent years, new approaches and methodologies have emerged, such as problem-based learning, flipped classroom, case studies, and game-based learning, which are student centered and require active participation. Due to the pandemic, online or mobile learning is no longer an option but an obligation with many potential drawbacks and benefits. Based on the current situation, this Special Issue aims to bring together empirical research, case studies, and theoretical contributions that illustrate and support appropriate pedagogical practices during the COVID-19 pandemic in mathematics learning and a wide range of courses with a mathematical background, including, but not limited to, statistics, multivariate analysis, stochastics, operational research, and network analysis. In addition to active teaching strategies, student motivation, engagement, and achievement should also be addressed at all levels of education.

Special Issue

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Message from the Editor-in-Chief

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