Editorial

The journal *Didattica della matematica. Dalla ricerca alle pratiche d'aula* comes to its third issue, the first in 2018. The new issue is true to its chosen approach and aims: bringing the world of research in Mathematics' education and the world of everyday learning experiences closer to each other, addressing all school levels.

We deem interesting to give a feedback on the analytics of the journal. Since its birth, 7653 users have visited the journal platform: the first issue registered 3475 users, the second issue 4178, with an increase of about 20%. The total number of sessions has been 11416 (5246 for the first issue), while the total number of page views in the journal's first year of life is 34493 (15456 for the first issue). These encouraging indicators of growth confirm the need and desire of researching and sharing Mathematics' education experiences among researchers and teachers; and that such a fruitful exchange between these two worlds can happen.

From a geographic point of view, the country with the highest number of readers is Italy (86,7%) followed by Switzerland (10,8%), mainly from Canton Ticino and of Italian language. The remaining part is divided in percentage lower than 1%, mainly in Europe and the USA (but there have been unexpected accesses from Asia, South America, Africa and Oceania).

It is important to underline that 61% of the users is under 34 years of age; extending the age group up to 44 years of age includes 77% of the total users. The age range which includes most users is 25 to 34 years of age (33,5%), followed by 18 to 24 years of age (27,5%). These statistics highlight students', young teachers' and researchers' interest in educational and mathematical discussion; such information motivates the editorial staff to proceed further in the direction chosen for the journal.

In the section *Riflessione e ricerca*, all the papers are oriented to tertiary education, providing interesting insights in this area. The first paper presents research results about students' perception of a flipped classroom approach, implemented in a geometry and geometry education course hold at Dipartimento formazione e apprendimento of SUPSI in Locarno (Switzerland). The second paper proposes a first interpretation, based on the results of an entry test aimed at verifying Mathematics competences, of some linguistic difficulties that university students of scientific areas experience while doing Mathematics. Furthermore, the last paper of the section deals with the topic of the interpretative knowledge in relation to a group of prospective teachers, through the framework of the Mathematical Knowledge for Teaching (MKT).

The second section of this issue, *Esperienze didattiche*, presents papers referring to all four school levels: kindergarten, primary, secondary and high school. The first paper presents the experience of a first approach to *peer education*, both for the teacher and for the students, focusing on the parabola and II degree inequalities; the paper describes the phases of the project, analyses the students' perceptions about the cooperative approach and identifies some of the problematic issues already known in literature. The second paper refers to an experience conducted throughout a whole school year with a third-year class of the secondary school (grade 8) in Minusio (Switzerland): the students, stimulated by a problematic situ-

ation regarding the feasibility study for laying solar panels on the school's rooftop, deal with technical issues, build knowledge of several subjects and develop mathematical and transversal competences, in laboratorial modality. The third paper presents an experience of plane geometry focused on the deltoid figure; the methodology described, with organizing and logistic indications of the activity phases, is active, operative and uses physical artifacts and geometric software. The last paper, which is relative to kindergarten, describes an experience related to the practice of coding, used for working on the quantity-number correlation; the paper presents the theoretical framework, the informatics instruments used (ScratchJr) and the results obtained by monitoring the children's activities.

The richness and the variety of the papers, which cover the whole education system between 3 and 23 years of age, once again shows how there is an entire world of teachers and researchers who study, expand, elaborate and research ways and strategies to make the dynamics of teaching/learning Mathematics more and more transparent to teachers and meaningful for students.

We want to take the opportunity to thank all the people who in various forms have supported this project and contribute daily to its realization: submitting papers, agreeing to make peer-reviews, editing text, layouting and editing the graphics, contributing to promote the journal, etc. Only thanks to the precious efforts of these people it is possible to carry on this ambitious and, at the same time, gratifying project.

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