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rather than on lists of topics, concepts, and results. This allows for an overarching framework, which captures the perspectives of mathematics teaching and learning at whichever educational level. While the KOM framework does not in detail address the role of digital technologies in relation to its description of different types of mathematical competencies, etc., the chapters of this book set out to do exactly this, while in the process also drawing on a selection of other theoretical constructs and frameworks from mathematics education research. Starting with introductory chapters by key researchers in the area, the book brings forth chapters for each of the KOM framework's eight mathematical competencies, authored by Nordic researchers in combination with international scholars. The KOM framework also operates with three types of overview and judgement, which are specifically addressed in relation to the role of digital technologies in the third part of the book. The fourth and final part of the book broadens the scene and provides chapters of a more perspective nature in relation to mathematical competencies in the digital era. The book's preface is by Susanne Prediger.

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