

Special Issue

Math Anxiety, Student Learning, and Instructional Strategies

Message from the Guest Editor

While many students dislike mathematics, some students experience more debilitating emotions around math than general dislike. For these students with math anxiety, their learning, sense of self, and motivation can be affected. However, students and teachers can both have a positive effect on math anxiety and its impact on learning outcomes. This Special Issue features a range of articles that explore math anxiety, its effects on student learning, and the instructional and classroom strategies that can mediate math anxiety to improve student outcomes. This Special Issue features research papers, reviews of research studies, technical reports, and conceptual pieces. The goals of the Special Issue are to increase awareness about math anxiety and its related outcomes, to showcase effective measurement of and pedagogical strategies for math anxiety, and to highlight research across all student populations that helps us understand this important construct. I hope that you will consider submitting a manuscript to this Special Issue and help contribute to our understanding of math anxiety.

Guest Editor

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Deadline for manuscript submissions

closed (20 December 2022)



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About the Journal

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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