Special Issue

Enhancing Spatial Thinking and Visual Literacy in the Geosciences

Message from the Guest Editor

We invite empirical contributions that focus on spatial skills measurement, as well as training that focuses on a wider range of geoscience topics, innovations in respect to measurement and/or data gathering, and/or the benefits of spatial training on various populations. We are especially interested in cross-disciplinary work that bridges geoscience education with cognitive science, learning analytics, and human–computer interaction. The aim of this Special Issue is to advance our understanding of the spatial skills that are necessary for the geosciences, the measurement and evaluation of geospatial skills, and the training of spatial skills in geoscience education. As such, contributions should align with existing spatial frameworks, analysis and reporting standards, and current availability of the spatial tests used in the study (Uttal et al., 2024). Contributions that explore these topics within formal and informal learning environments, industry settings, and the general public are welcome. We look forward to receiving your contributions.

Guest Editor

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Deadline for manuscript submissions

1 June 2026

Education Sciences

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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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