

## Special Issue

# Dispelling Myths about Mathematics

### Message from the Guest Editor

Many students of mathematics are held back in their learning because of ideas about mathematics or mathematics learning, that are inaccurate. This Special Issue will consider the different “myths” that restrict learning opportunities for students, and the ways they may be taken out of the learning equation to liberate students. Examples of myths that could be the subject of articles include the idea that only some students can learn high level mathematics, or the belief that to be good at mathematics you need to calculate fast, or that mathematics is a set of disconnected procedures that need to be memorized. The Special Issue could feature research papers, reviews of research studies, technical reports, commentaries, conceptual or opinion pieces. The goal of the Special Issue is to conceptualize and raise attention to the myths that are an important part of the learning process. Research studies would be welcome if they consider such issues as changing the myths for students, teachers, parents and others. Jo Boaler

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### Guest Editor

Professor Jo Boaler

Stanford Graduate School of Education, Stanford University, Stanford, CA 94305, USA

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### Deadline for manuscript submissions

closed (28 February 2018)



## Education Sciences

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*Education Sciences*  
Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland  
Tel: +41 61 683 77 34  
[education@mdpi.com](mailto:education@mdpi.com)

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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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### Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's  
University Belfast, Belfast BT7 1NN, UK

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