

Special Issue

Conceptual Understanding in Mathematics: Focusing on Students with Learning Disabilities or Difficulties

Message from the Guest Editor

In this Special Issue, we invite researchers and partitioners to report empirical studies that examine innovative intervention/instructional strategies or programs that (a) address students' *conceptual understanding* in learning mathematics, (b) teach mathematical *big ideas* to promote generalization, (c) explore the impact of problem posing on advancing students' mathematical problem-solving abilities/skills, (d) take advantages of AI technology to analyze students learning process providing diagnostic information which would guide instructional decision making and planning. In sum, this Special Issue will collect cutting-edge knowledge in examining the effect of mathematics intervention programs in real education settings and the use of AI in education assessment and/or intervention pertinent to mathematics learning of K-12 students with learning disabilities or difficulties.

Guest Editor

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Deadline for manuscript submissions

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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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