

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

Prof. Dr. Yan Ping Xin

Department of Educational Studies, Purdue University, West Lafayette, IN, USA

Deadline for manuscript submissions

15 August 2025



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/211621

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

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

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

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).