

Special Issue

Visualisation in Mathematics Education

Message from the Guest Editors

Visualisation of mathematical concepts or mathematical objects is an “integral part of the doing of mathematics” (Presmeg, 2002, ix) and thus an important part of teaching and learning mathematics. Moreover, Duval suggests that visualisation of mathematical concepts is “at the core of understanding in mathematics” (Duval, 2002, p. 312). In mathematics education research, it is widely accepted that representations and visualisations could have a considerable impact on students’ learning (Arcavi, 2003). Accordingly, visualisation has been a crucial topic in mathematics education research. For example, visualisation was the subject of a four-year discussion group at PME that resulted in an overview of this topic in 2002 (Hitt, 2002). Further, a Topic Study Group at the International Conference on Mathematics Education in 2016 focussed on visualisation as a specific form of representation of mathematical objects. This Special Issue addresses the topic of visualisation in mathematics education. A specific focus is on empirical research about facilitating effects of visualisation for improving mathematical understanding...

Guest Editors

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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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