



Effective Integration of the Affective Domain in the Teaching and Learning of Mathematics

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Message from the Guest Editor

Talking about mathematics is talking about a topic that leaves no one indifferent, provoking or evoking emotions that, too many times, are very negative. This fact causes states that are strongly linked to academic failure.

Attitudes toward mathematics, beliefs about its nature or about how it is taught and learned, mathematical self-concepts, anxiety toward mathematics, and the perception of its difficulty and usefulness are some of the ingredients of an affective domain whose characterization, dynamics, and behavior are an issue that, although not completely resolved, already has a leading role that is at least increasing and with notable advances, especially in terms of diagnosis.

This Special Issue calls for evidence from research that provides sound knowledge to allow an effective inclusion of the affective domain in the teaching and learning of mathematics. In particular, this Special Issue is concerned with (but not restricted to) the following topics:

- Advances in the measurement of affective domain variables
- (Re)Conceptualization of the affective domain in mathematics
- Integration of the affective domain in universal designs for learning in mathematics
- etc.





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Message from the Editor-in-Chief

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