

Special Issue

Influence of Different Intelligence(s) on Teaching-Learning and Academic Achievement

Message from the Guest Editors

The application of intelligence theories to education in general and to the instructional context of the classroom in particular has been, more or less, the explicit goal of those same intelligence theories as well as that of education theorists. In certain cases, broad fields of research have been developed to examine the relations between different intellectual aptitudes and teaching methods, such as the ATI studies; in other cases, instructional implications have been derived from intelligence theories that do not expressly deal with the relationship between intelligence and education. At any rate, whether explicitly or implicitly, directly, or indirectly, educational and instructional implications can be derived from each theory of intelligence. This Special Issue encourages submissions that address current issues raised by the research on intelligence(s) and teaching/learning process, both from the theoretical and methodological point of view, and that may generate new insights in this field.

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Deadline for manuscript submissions

closed (30 April 2022)



Sustainability

an Open Access Journal
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Impact Factor 3.3
CiteScore 7.7



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