Neurocognitive Signatures of Math (Learning) Across the Lifespan and Their Interrelation with Other Aspects of Cognition and Emotion

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Deadline for manuscript submissions:
closed (31 January 2022)

Message from the Guest Editors

This Special Issue aims at bringing together a rich collection of articles that further illuminate the neurocognitive underpinnings of number processing and math learning and how these are orchestrated by various cognitive (e.g., attention, executive functions, language, visuospatial abilities) and non-cognitive (e.g., emotional and motivational) factors.

This Special Issue solicits contributions from various fields of developmental sciences (from childhood to old adulthood), cognitive sciences and neurosciences (including neurofunctional and neurostructural brain imaging studies from healthy and clinical populations). We encourage empirical contributions using different methodologies but also welcome theoretical contributions such as review articles, opinion papers, and commentaries. Manuscripts submitted to this topic should have a strong focus on the neurocognitive architecture of number processing and math learning and its relation to other cognitive and non-cognitive domains.

Special Issue

Editor-in-Chief

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Message from the Editor-in-Chief

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