



## Visualisation in Mathematics Education

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Deadline for manuscript  
submissions:

**closed (31 October 2023)**

### Message from the Guest Editors

Dear Colleagues,

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...





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