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Spatial Intelligence and Learning

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Message from the Guest Editors

Spatial abilities have been linked to success in the mathematics and STEM domains more broadly. This relation emerges early in life and persists through adulthood. There is also ample evidence that spatial abilities are malleable. Nonetheless, there is little focus on spatial learning in school. This Special Issue invites papers that are relevant to fostering spatial abilities and the use of spatial tools (e.g., maps, graphs, diagrams) throughout the lifespan, a potentially important way to increase STEM success. Research relevant to this topic includes but is not limited to studies examining ways to support spatial thinking, research that develops psychometrically sound measures of spatial skill and attitudes relevant to spatial learning in various age groups, and research examining the mechanism that accounts for the relation between spatial thinking and STEM success.

Deadline for manuscript
submissions:

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Special Issue



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Message from the Editor-in-Chief

The relatively new and ambitious *Journal of Intelligence* is devoted to the study of human intelligence. Intelligence is a fundamental core of being human, with far-ranging implications for all members of our society. Now more than ever, in a world in which most have access to the Internet, information, and misinformation, with reduced face-to-face interactions, understanding how to measure and develop human intelligence is a critical and vital mission. Human intelligence is studied from many different perspectives, for different purposes, and this journal has an open policy with respect to approaches and methodologies. We encourage submissions with the potential to innovate, show alternative perspectives, and highlight the importance of developing and measuring intelligence as well as studies on intelligence that have an impact on our lives.

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