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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Special Issue

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Message from the Editor-in-Chief

The journal *Mathematics* publishes high-quality, refereed papers that treat both pure and applied mathematics. The journal highlights articles devoted to the mathematical treatment of questions arising in physics, chemistry, biology, statistics, finance, computer science, engineering and sociology, particularly those that stress analytical/algebraic aspects and novel problems and their solutions. One of the missions of the journal is to serve mathematicians and scientists through the prompt publication of significant advances in any branch of science and technology, and to provide a forum for the discussion of new scientific developments.

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