

*Journal of Numerical Cognition*

Special Issue on

**PSYCHOLOGY AND MATHEMATICS EDUCATION:  
BRIDGING APPROACHES TO RESEARCH FOR  
UNDERSTANDING THE LEARNING AND TEACHING OF  
NUMBER**

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**CALL FOR PAPERS**

This special issue aims to create dialogue across two academic fields that are both deeply invested in research on students' numerical knowledge and development: Psychology and Mathematics Education.

Psychologists and mathematics educators approach research on numerical cognition in different ways. Some of these differences are easily identifiable in the particular methods employed. Other differences involve theoretical perspectives, the kinds of questions investigated, or the kinds of claims made for educational practice. We encourage theoretical and empirical contributions from psychologists and mathematics education researchers to help bridge research across the two communities. Contributions should have potential to elucidate similarities and differences in research across the two communities in order to (1) identify potential meeting points and (2) consider implications for teaching. The guest editors may solicit commentators across disciplines to make such connections.

Proposals due by October 31, 2016