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.

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