

Editorial

Norma Presmeg

Published online: 8 December 2009
© Springer Science+Business Media B.V. 2009

At the start of a new year, one's thoughts are led forward not only to the new prospects that 2010 may bring, but also to the events, commitments, and achievements of the old year. *Educational Studies in Mathematics* is strong, still receiving in excess of 150 new manuscripts per year (160 at the time of writing this editorial in November). The editors who work with me, Paolo Boero, Candia Morgan, Heinz Steinbring, Luis Radford, and book review editor Gail FitzSimons, have shown dedicated commitment in accepting their share of the handling of manuscripts, and I offer them my heartfelt thanks for their role in maintaining the high standard of papers that are accepted and published in the journal. During 2009, we increased the number of papers being published in each issue, using a page allocation in excess of the 90 journal pages that had been standard. We still encourage authors to keep manuscripts to a word-count of about 8,000 if possible (including references, figures, and tables), in order that more papers can be included—but also because a clear and concise writing style is kind to readers, especially as the number of journals in our field, and the numbers of papers being published in them, increases year by year.

As always, “*Educational Studies in Mathematics* presents new ideas and developments [that] are considered to be of major importance to those working in the field of mathematics education” (statement on the second page of each issue of the journal). Thus the journal welcomes both theoretical and empirical manuscripts that describe significant developments or insights in mathematics education, dealing with “didactical, methodological, and pedagogical subjects rather than with specific programs for teaching mathematics.” It is worth reiterating that there are three components in papers that are suitable for submission to the journal. They should include all of the following, according to the acronym ESM:

- An issue in Education;
- A report of a research investigation, that is, a Study or Studies; and
- The Mathematical focus that is at the heart of our field, even if that field embraces many aspects drawn from disciplines in the humanities, the arts and the sciences.

N. Presmeg (✉)
Illinois State University, Normal, Illinois, USA
e-mail: npresmeg@msn.com

Thus, Education, a Study or Studies, and Mathematics should all be prominent in papers submitted, whether they report theoretical syntheses or empirical research. As editor-in-chief, I receive a number of manuscripts that omit one or more of these components (even pure mathematical proofs are the subject matter of some of these), and then it is unfortunate that the manuscript is designated as unsuitable without being sent out for review.

Reviewers are at the heart of our enterprise, and I am glad to have the opportunity to thank all who have contributed to the strength of the journal by submitting quality reviews during the past year. Editorial board members are expected to respond to the call to review about 12 manuscripts per year, and many members review in excess of that number. Hand on heart, I give my thanks, especially when the reviews are submitted within the designated timeline of 6 weeks. Reviewing is often regarded as a service activity that does not have priority in the hierarchy of academic duties. Yet it is a scholarly and a significant pursuit that in a very real way defines our field of mathematics education, and it is worthy of the recognition and importance that it demands.

Finally, I would like to highlight the special issues that are published in the journal. These special issues are a good venue for showcasing productivity in areas of interest to the field as these develop. We welcome proposals for such issues by guest editors. The procedure is that interested people should send an email message to the editor-in-chief, who can supply guidelines for a proposed special issue. Following receipt of a proposal by email attachment, the editor-in-chief solicits comments from the editors and advisory editors of the journal. If the proposal is accepted, a shadow editor is appointed from amongst the regular editors, and contributors' manuscripts are subjected to both an internal and an external reviewing process. A timeline of about 18 months is realistic, from initial acceptance of the proposal until the final publication of the special issue in the journal.

My wish for all readers and contributors is that 2010 may bring stimulating and useful ideas and products of their fulfillment to our field of mathematics education, for the advancement of the teaching and learning of mathematics for all.