

Editorial

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At this, the start of my fourth year as editor-in-chief of *Educational Studies in Mathematics*, I am thankful to everyone concerned that this journal, founded by Hans Freudenthal in The Netherlands in 1968, is not merely thriving, but going from strength to strength. Evidence of this strength is that the total number of full-text downloads of papers from the journal in 2010 (2011 is not yet complete at the time of writing) was a staggering 163,064! One characteristic feature of the journal is its international nature. Of these downloads, the analysis of percentages according to continents was as follows:

Asia Pacific 30%
Europe 30%
North America 26%
Africa 3%
South America 2%
and 9% of the origins were unknown.

More than 7,000 institutions worldwide had exposure to the journal through online deals with Springer. In addition to the 26 ranking bodies that index this journal, we are grateful that in 2011 *Educational Studies in Mathematics* was accepted also for inclusion in the Social Sciences Index: we do not yet have a ranking or impact factor, until next year.

We are currently receiving of the order of 300 *new* manuscripts per year (not to mention revisions of previously submitted papers). A consequence of this volume of papers is that the seven dedicated editors and 45 editorial board members have their hands full. During the year, Heinz Steinbring asked to step down from his editorship. He had been associated with this journal as an editor and an editorial board member for more than 15 years. Thanks, Heinz, for all that you have done in faithful and timely service, to help ensure the quality of papers in the journal. We welcomed Angel Gutierrez as a new editor in July 2011. Thanks to all the editors and editorial board members for their careful work and their scholarship: the role is a dual one (for editors and reviewers alike), mentoring authors and monitoring quality. The current editors (in addition to Angel Gutierrez in Spain) are Paolo Boero (Italy), Merrillyn Goos (Australia), Candia Morgan (England), Luis Radford

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(Canada), and book review editor Gail FitzSimons (Australia). During the year, we welcomed Peter Liljedahl (Canada) as a new member of the editorial board. Editorial board members are expected to review about 12 papers per year, and many review significantly more than that. Our appreciation is expressed to all reviewers of manuscripts for the journal.

While we celebrate the history of the journal, established as it was by some of the leading mathematicians and mathematics educators in our field, we continue their tradition of focusing on all three essential components of ESM, namely, mathematics Education, relevant research Studies, and Mathematics, in the papers that are published. At the same time, we endeavor to keep abreast of current developments in the field, including openness to new theoretical advances, or to older philosophical ideas that are being found to have new utility in helping us to unravel the complex issues involved in the teaching and learning of mathematics.

The last point brings me to the topic of guest edited Special Issues of the journal. Three years ago, we were experiencing a dearth of proposals for issues of ESM focused on special topics. Currently, the opposite is the case. In addition to a double issue on *Signifying and meaning-making in mathematics thinking, teaching and learning: Semiotic perspectives* (vol. 77, issues 2–3), which was published in July 2011, we have seven special issues that are in various stages of preparation. To whet your appetite for some that will appear as guest edited special issues in the next few months, here are some of the topics that have been accepted:

- *Addition/subtraction and multiplication/division as inverse operations: psychological, educational, and mathematical considerations.*
- *Mathematics education and contemporary theory.*
- *Problem posing in mathematics learning: establishing a framework for research.*
- *Social theory and research in mathematics education.*

Two of the other topics concern digital technologies, and the development of vocational mathematical knowledge.

Once again I draw the attention of readers and writers alike to the mission statement of the journal, which appears in every printed copy: “*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.” Thus the journal continues to welcome 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.” Contributors are requested to make sure that their manuscripts could be considered to address issues of major importance, and that the originality and significance of their contributions is made clear. Writing that is lucid, concise, and that takes into account the style of recent papers in the journal, is especially appreciated, in light of the increased volume of manuscripts that are being submitted. As always, we welcome papers from scholars whose main language is not English, but we request that in that case authors should ask a native speaker of English to look over the manuscript if at all possible.

My ongoing wish for all readers and contributors is that 2012 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.