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## EDITORIAL TRANSITION TO THE SECOND DECADE OF IJSME

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### HISTORY 2001–2012

The *International Journal of Science and Mathematics Education* (IJSME) was the brainchild of Dr. Yeong-Jing Cheng, Professor Emeritus, National Taiwan Normal University, then Director of Science Education at the National Science Council (NSC) in Taiwan. IJSME was conceived to promote high-quality research dealing with independent and integrated aspects of science, mathematics, and technology (SMT) education, which were the central charge for NSC. The international perspective was reflected in the recruitment of the editors, the editorial panel, and reviewers from the worldwide SMT education communities (learning, teaching, assessment, curriculum, nature of disciplines, technologies, etc.). The founding editors and participants realized that an inviting and supportive forum was needed to encourage these communities to interact and to discover shared interests and supplementary differences for the common good and to explore beyond the perfunctory teaching and learning in these disciplines. It was our sincere intention that IJSME would facilitate this essential dialog amongst culturally, linguistically, and methodologically diverse researchers to benefit learners worldwide.

As we come close to the end of the first decade of IJSME, after years of collaboration among authors, reviewers, editorial board members, associate editors, senior editors, the editorial office, mentors, and readers, we have seen many positive and significant events and achievements. These include recognition of IJSME as a high-quality journal by rating agencies, achievement of our goal to hear voices from non-English-speaking countries, increased frequency of publications, and now, a change in leadership.

### RANKING OF IJSME

In the 2010 ranking of 20,713 journals by the Australian Research Council (ARC), IJSME was ranked A. This means that IJSME was ranked amongst the journals with the A\* rating (indicating the top 5 %)

and the A rating (indicating the next 15 %). According to the ARC, “The majority of papers in a Tier A journal will be of very high quality. Publishing in an A journal would enhance the author's standing, showing they have real engagement with the global research community and that they have something to say about problems of some significance. Typical signs of an A journal are lowish acceptance rates and an editorial board which includes a reasonable fraction of well-known researchers from top institutions.” Presently, the overall IJSME acceptance rate for publication is approximately 30 %. Since the establishment of IJSME, many significant and renowned researchers of the science and mathematics education communities have joined the editorial board, and new editorial board members are still being added to the team.

In July 2011, IJSME completed its historical mission of being accepted in the Social Sciences Citation Index (SSCI, Thomson Reuters). Since the founding of IJSME, the editors had reached a consensus that we would view being accepted into SSCI as an indication of good quality control. We are very pleased that we have accomplished this goal in the first decade of establishment. The journal will receive its first impact factor in June 2012.

#### VOICES FROM NON-ENGLISH-SPEAKING COUNTRIES

IJSME publishes not only articles that address issues in mathematics and science education but also in particular common issues in both science and mathematics education, including cross-curricular dimensions. Special and regular issues of IJSME have attempted to provide an array of research results from both disciplines and from interdisciplinary settings.

I believe what makes IJSME different from other SSCI science or mathematics education research journals published in English is the support provided for researchers whose first language is not English. This journal emphasizes studies that explore science and mathematics education from different cultural perspectives. Unfortunately, this means that these important results are often unheard voices in English-language journals. Manuscripts written by authors whose native language is not English are encouraged; in fact, IJSME offers those authors mentoring support so that their voices can be heard.

As a result, the geographical distribution of authorship from 2003 to 2010 is the following:

- North America, 24 %

- Asia Pacific, 19 %
- Europe, 18 %
- Turkey, 13 %
- Taiwan, 10 %
- Australia, 5 %
- Israel, 5 %
- Africa, 4 %
- South America, 2 %

From this, we can conclude that authors from non-native English-speaking countries comprise about 65 % of article contributions. I believe that some of these insights into science and mathematics education would not have been heard without the expressed goal of IJSME to mentor non-English-speaking authors.

#### MORE FREQUENT ISSUES

Beginning in 2009, IJSME expanded from a quarterly journal to a bimonthly journal, with each issue containing 8–10 articles. Not only the amount but the speed of publication is also considered. In order to circulate new research within the community, we try our best to publish articles within 12 months of submission to increase the speed of communication between and within the mathematics and science community with the use of on-line publication, increased number of issues, use of electronic supplements, and increased pages per volume. The decision to increase the number of issues published each year was made based on the aspiration to include a Special Issue annually, covering themes cross-cutting common issues among science and mathematics education. IJSME has produced five special issues since 2003, inviting over 10 guest editors to take part in the process of publication. At present, we are looking forward to the publication of two special issues: one focusing on conscientizing culturally relevant teaching for indigenous learners in science and mathematics and the other on mathematics and science teacher education for the future.

#### CHANGE OF LEADERSHIP

As my second term as Editor-in-Chief concludes at the end of 2012, I would like to thank all of those who have contributed to this journal for their efforts in making IJSME improve day by day, including the authors,

reviewers, editorial board members, associate editors, senior editors, and last but not least, the readers. I am truly very grateful for the wonderful collaboration in such a great team. Furthermore, I wish to recognize the valuable support and assistance of the National Science Council of Taiwan and Springer Publishing Company in realizing and nurturing IJSME and especially the continued support and counsel of current and former directors of science education at NSC.

I am also appreciative that Dr. Huann-Shyang Lin, currently the Hsi-Wan Chair at the National Sun Yat-sen University in Taiwan, will be taking my place as Editor-in-Chief at the beginning of 2013. Professor Lin was honored with the Distinguished International Alumni Award from the College of Education at the University of Minnesota, and he received the NSC Outstanding Researcher Award. He was the President of Hualien University of Education and the Dean of the College of Science at National Kaohsiung Normal University. He was chief editor of the *Chinese Journal of Science Education* published in Chinese and the National Program Manager of the Programme for International Student Assessment 2006. His research interest covers integrating the history of science into science teaching, the investigation of student conceptual understanding and progress on inquiry ability, and the use of argumentation in science classroom.

I believe that Professor Lin, along with fellow contributors to IJSME, will strive to make IJSME reach an even higher level of quality, producing the most significant articles that benefit not only the mathematics and science community but also the entire international educational society as a whole. Again, I wish to express my thanks for your support and for the opportunity to be involved in such a worthwhile endeavor.

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