

You are cordially invited to attend the  
*MSU Mathematics Education Virtual Colloquium*



Arthur Bakker



Patricio Herbst

Friday, February 12, 2021  
11:00 am-12:00 pm.

Register in advance for the  
colloquium:

(<https://bit.ly/3alJuom>)

After registering, you will receive a  
confirmation email containing information  
about joining the meeting.

## *Journal for Research in Mathematics Education* and *Educational Studies in Mathematics*: Perspectives from the Editors

### *Abstract*

In this talk we will share the priorities that animate each editorial team's approach to handling articles as well as writing editorial essays. Both journals are committed to publishing excellent research in mathematics education writ large, no matter its focus, theories, or methods. We are especially interested in publishing research that adds to our methodological and theoretical toolboxes and educates our taste as researchers. The editors will discuss the particular mission and focus of each Journal, the challenges and opportunities in their work as editors and offer advice for those involved in preparing and reviewing manuscripts.

**Arthur Bakker**, Co-Editor in Chief of *Educational Studies in Mathematics* (ESM), is a mathematics education researcher at the Freudenthal Institute, Utrecht University, the Netherlands. Bakker has a wide range of research interests including methodology (e.g., design research, effect sizes), theory (e.g., boundary crossing, inferentialism, learning theories, relevance), but studies topics such as embodied design, interest development, statistics education, vocational and workplace learning, technology, educational video, equity, scaffolding, and multilingualism. As a Fellow at the University of Bremen, Germany, he wrote his recent book on design research in education.

**Patricio Guillermo (Pat) Herbst** is a professor of education and mathematics at the University of Michigan and the Editor in Chief of the *Journal for Research in Mathematics Education*. His scholarship involves the study of professional practices in contexts framed by social and technical demands, with the work of mathematics teachers, balancing demands from students' needs, the discipline of mathematics, and schooling institutions as a prime example of one of those professional practices. One of Herbst's concerns has been the work teachers do in high school geometry classrooms to engage students in reasoning and proving; this work has served as the basis to develop theory, methods, and technological tools for the study of the work of teaching and the knowledge involved in teaching. These ideas have been influential in contributing to technologically-mediated, practice-based teacher education.

Sponsored by Program in Mathematics Education