# Stockholm Studies in Mathematics and Science EducationA book series at SU Press

## Aims and scope

Stockholm Studies in Mathematics and Science Education is a book series aiming at publishing high-quality, open-access research in mathematics and science education, produced in Scandinavian languages and English. Both monographs and edited collections that address current problems in any of the subfields of mathematics and science education are welcomed.

There are different justifications for the timeliness and need of such a series. First, mathematics and science education as independent fields of research at universities are relatively recent. While there has existed research in the fields as part of general education, pedagogy or psychology, the current placing of teacher education at universities or university colleges has given an identity as independent research areas. There exists now different mathematics and science education research groups all across the region where research is being produced. Supporting the growth and consolidation in the field is an important contribution of this book series.

Second, as the tendency in academia to privilege international publication in English has become an indicator of research quality in many Nordic universities, the presentation and dissemination of research results in Nordic languages has become restricted. Even in journals such as NORDINA and NOMAD authors privilege publication in English. However, most of the current research work and empirical foundations take place in local settings and conditions, where the particularities of the Nordic languages, histories and cultures intersect with the traditions and organizations of the teaching and learning of mathematics and science. Given the fact that research is argued to be a foundation for the professional work of teachers, leaders and policy-makers in schools concerning the different phenomena of teaching and learning of mathematics and science, there exists a lack in local publications for use in teacher education, teachers’ professional development and research. Research publications in Nordic languages are largely lacking and needed to support the strengthening of knowledgeable communities with their own academic register in local languages. Therefore, it is the ambition of this series to address this gap and promote publication in Swedish, Norwegian, Danish and English, of relevance to local, regional and international communities of mathematics and science education.

Third, part of the development of scholarship and its relation to educational practice builds on the possibility of unfolding scientific arguments, present details on the methodology of research, and expand on the empirical and theoretical basis for research. Therefore, the publication of books and anthologies in local languages —and English as well— is important as a form that allows researchers to write research without the restrictions of form and space imposed by journal article publication. Such possibility is needed to make research accessible not only to a research audience, but also to a larger public for whom the research should be of relevance.

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The internal and external board members gather expertise in both science and mathematics education. Together, they cover different research subfields and theoretical/methodological approaches. They have editorial experience in international journals and conferences, and have a broad network of contacts in Sweden and internationally to request assistance regarding reviews of proposals and manuscripts. The external members of the board are recognized researchers in Sweden and the Scandinavian countries. Their role is to secure not only the quality of publications but also their relevance to a broader Scandinavian audience.

## Audience

The series targets an academic audience (researchers and graduate students) as well as a broad audience of practitioners (teachers, school leaders, policy makers, parents) interested in building a research-informed view of important issues concerning mathematics and science education.

## Review

The series follows the policy of Stockholm University press for expert review, as well as the review practices in the fields of mathematics and science education research. In a first instance, book proposals are reviewed by the series editorial board for approval. In a second instance, submitted manuscripts are reviewed by two independent, expert researchers in the area of the book. In the case of edited collections, the editors of a collection should provide a final manuscript with chapters that have gone through a round of peer-review (including editors’ review, peer-review by experts not involved in the collection and/or peer-review among the authors in the collection).

The overall intention of review is not only to secure quality, but also to provide respectful and insightful critique that can help improve proposals and manuscripts. Therefore a double non-blind review policy is adopted for monographs and edited collections.

## Proposals and contact

We invite colleagues to submit their queries and book proposals to Lovisa Sumpter.