

Thematic issue of NOMAD 2019

Call for papers

Several research groups in the Nordic and Baltic countries have developed interest in the teaching and learning of algebra. The editors of NOMAD have therefore agreed to the production of a thematic issue that will focus on research in this area.

The teaching of algebra has over the years descended from courses in higher education to become an integrated part of compulsory school education, and is now taught in a variety of ways all through the school system. Algebra in the early grades has become an internationally established field of research (Cai & Knuth, 2011; Kieran, Pang, Schifter & Ng, 2016; Kaput, Carraher & Blanton, 2008). In this special issue, we anticipate expanding our understanding of recent research in this area in the Nordic and Baltic countries. We direct our call to both established and new researchers, and welcome papers that feature research of school algebra; primarily the teaching and learning of algebra in primary and lower secondary school.

The thematic issue will be published in the autumn of 2019. To be accepted for this issue papers must meet the regular requirements of NOMAD [<http://ncm.gu.se/node/504>]. Authors who wish to contribute to this issue are invited to send a brief outline of the intended paper, in the form of an abstract, to the editors by 1 March, 2018. To meet the deadline in 2019, the work will proceed according to the following timeline.

Timeline

- Abstracts to be submitted: 1 March 2018
- Feedback on abstracts: 15 March 2018
- Full papers to be submitted: 10 August 2018
- First round of reviewing completed: 15 October 2018
- Feedback to authors: 1 December 2018
- Submission of revised papers: 1 March 2019
- Final revisions to be completed: 1 September 2019

Submitted papers will be reviewed by at least two other researchers through a double-blind peer review. Authors are expected to participate in the review process by reviewing other contributions.

Editors for this thematic issue of NOMAD will be

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Johan Häggström will participate in the group of editors as one of the regular editors.

References

- Cai, J. & Knuth, E. (Eds.). (2011). *Early algebraization. A global dialogue from multiple perspectives*. Berlin: Springer.
- Kieran, C., Pang J. S., Schifter, D. & Ng, S. F. (2016). *Early algebra: research into its nature, its learning, its teaching (ICME 13 topical surveys)*. Hamburg: Springer Open.
- Kaput, J., Carraher, D. & Blanton, M. (Eds.) (2008). *Algebra in the early grades*. New York: Routledge.