Editorial

The 3rd issue of 2013 is now ready for you, our dedicated readers of Nomad! In this issue, we give you three articles: a socio-cultural study of technology use in kindergarten; a socio-cultural/historical analysis of 19th century textbooks in Estonia, Iceland, and Norway; and an analysis of the role of mathematical modeling in recent Swedish upper secondary mathematics textbooks. But before we go on to present these articles in more detail, we first provide you with a few announcements of events in our part of the world, and second let you in on the editorial team's plans for future thematic issues in Nomad.

Conferences

As for events, although already over, we bring to your attention the 3rd International Conference on the History of Mathematics Education (3ICHME), which took place in Uppsala on September 25–28, 2013. If you regret missing this event, you have the opportunity to meet many of the people who were there at the future 7th European Summer University on the History and Epistemology in Mathematics Education (ESU-7), which is to take place at Aarhus University's Copenhagen Campus (Emdrup) July 14–18, 2014 (see the conference website for submission dates etcetera: http://conferences.au.dk/ESU-7/). Both of these activities sort under the ICMI affiliated International Study Group on the relations between History and Pedagogy of Mathematics (HPM). This year, at the same site, i.e. AU's Campus in Copenhagen, the seventh Conference of The Nordic Research network on Special Needs Education in Mathematics (NORSMA 7) will take place November 14–15, 2013 (see http://edu.au.dk/forskning/omraader/fagdidaktik/konferencer/norsma7/). But of course, the main future event, which we are all looking forward to, is the seventh Nordic Conference on Mathematics Education to take place in Turku, Finland next year June 3–6, 2014. See also *First Announcement* in this issue of Nomad. As for deadlines, for submissions of regular papers and presentations in symposia the deadline is January 5, 2014; the deadline for submissions of short communications and working groups is January 31, 2014. So get your proposals ready, and submit them! Further information about the conference will be published on http://www.utu.fi/en/sites/norma14/Pages/home.aspx.

Thematic issues

As said, we also take the opportunity to remind/inform you of the thematic issues, which are either in progress or which are being planned at the moment. Firstly, the 4th issue of this year will be the thematic issue on *probability* based on a selection of papers from the ICME-12 topic study group on probability, guest edited by Per Nilsson who leads this group. Secondly, we remind you of the planned thematic issue on *mathematical knowledge for teaching*, which has an open call and a deadline for submission on November 30 this year and which is to be guest edited by Reidar Mosvold and Janne Fauskanger. For the future we have a proposal for a thematic issue on *textbooks* based on a Nordic network meeting on this topic, to be held in May 2014 and led by, amongst others, Barbro Grevholm. And we also have a proposal for a thematic issue with an open call on the topic of *transition*, to be guest edited by Birgit Pepin and Svein Arne Sikko (call for papers will appear in coming issues of Nomad).

In this issue

In the first article (written in Norwegian), Martin Carlsen discusses how children in kindergarten can come into contact with mathematics through the use of technology. The actual mathematics encompass among other topics counting, number digits, sorting, one-to-one correspondence and cardinality. Carlsen applies a socio-cultural framework to the study, and in particular focuses on the collaboration between children and adults when using various digital tools. Dialogues between children and adults are transcribed and analyzed within the framework, focusing on the learning and development potential unfolding as a consequence of interacting with the digital tools. In the designed setting, the adults play a crucial role in orchestrating the activities involving the digital technology. The study clearly illustrates the learning potential present for the kindergarten children as well as how the digital tool itself comes to act as a "participator" in the dialogue by explicating the words of the adults to the children.

The second article in the issue is a quite comprehensive comparison of the development of public mathematics education in the 19th century in three Northern-European countries: Iceland, Norway and Estonia. The three authors – Kristín Bjarnadóttir, Andreas Christiansen, and Madis Lepik – identify similarities and differences in the development of the three respective countries' public mathematics education by analyzing arithmetic textbooks from the period. The authors analyze the development of these textbooks in the light of the common historical roots of Northern-European culture as well as in the light of the period's growing

national movements of the three countries, respectively. Even though the three countries in question have different geographical and socio-historical isolation, not least due to their respective histories of occupation, the analysis reveals that the three countries in many respects have adopted similar practices in mathematics teaching.

The last article, by Peter Frejd, also offers an analysis of textbooks. In the light of the newly implemented Swedish upper secondary school curriculum, Frejd analyzes 14 recent mathematical textbooks for upper secondary school to see how the notion of mathematical modeling is dealt with, and how this relates to the curriculum goal of developing students' modeling ability. Frejd develops an analytic scheme to identify mathematical modeling in the textbooks as well as to analyze tasks and instructions regarding mathematical modeling. The results of the analysis show, on the one hand, that there exists a variety of both explicit and implicit descriptions of mathematical models and modeling in the textbooks, but, on the other hand, that models and modeling is not treated as a central notion in any of the analyzed textbooks. As for results, the developed analytic scheme may in itself be regarded as an important construct, which resulted from this study.

The Editors