

Thematic issue of NOMAD 2024

Call for papers

Mathematics teachers' professional identities

Teachers' professional identities has become a prominent field of research over the last two decades, and the scholarly interest is still booming, both in mathematics education and beyond. Studies in this field supplement other research on and with teachers as they generally move beyond purely cognitive perspectives on teachers and teaching and adopt a more holistic, social, and participatory theoretical stance. One aspect of this is to understand how prospective or practising teachers contribute to lives in schools and classrooms in view of cultural and social demands and affordances; another is to consider the character and development of identities as they relate to teachers' participation in teacher education or professional development programmes. Irrespective of which of these interests dominate a particular study, identity research moves beyond cognitive configurations such as knowledge and beliefs when seeking to understand teaching and teacher development.

In spite of the common interest in taking social and societal aspects into account, there is still little agreement in identity research about what theoretical frameworks to use and about a definition of the construct of identity itself. Further, the concept of identity is generally difficult to operationalize and to handle methodologically.

The description above suggests that research on mathematics teachers' professional identities is a flourishing field, but that many issues are still unresolved, not least those pertaining to the theoretical and methodological challenges involved. For this special issue we invite colleagues in mathematics education to present new empirical findings from studies of mathematics teachers' professional identities. This includes studies of and with teachers at all stages of their professional career and for all educational levels. These studies may use a variety of different frameworks and methodologies, and the special issue intends to fuel the further discussion of their respective advantages and disadvantages.

Papers submitted for this special issue will be reviewed by at least two other researchers through a double-blind, peer review process in order

to meet the usual standards of NOMAD (<http://ncm.gu.se/5978-2>). Authors are expected to participate in the review process by reviewing other contributions.

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 Jeppe Skott (jeppe.skott@lnu.se) no later than **December 15, 2022**. If the abstract is accepted, the deadline for full papers is **April 30, 2023**.

Guest editors of this special issue

Jeppe Skott, Linnaeus University, Sweden & University of Agder, Norway

Sonja Lutovac, University of Oulu, Finland

Raymond Bjuland, University of Stavanger, Norway