

Editorial

The last issue of NOMAD each year has traditionally been a thematic issue, but not so this time. This issue includes only two articles. Next autumn we will be back with a thematic issue, *Digital resources in mathematics education*. The theme of the thematic issue for the following year 2024 will be *Mathematics teachers' professional identities*. One intention with the thematic issues is to bring together researchers with a certain interest from all Nordic and Baltic countries. The thematic issues are proposed and organised by a group of guest editors, preferably from more than one country. As the work with a thematic issue spans over two years, it is already time to begin planning for the thematic issue for the year 2025. If you have ideas about a suitable theme for a thematic issue, please contact the editors for more information.

In this issue

In the paper *Adaptive number knowledge among primary school students of various ages*, Salla Pehkonen, Antti Lehinen, Pasi Neminen and Markus Hähkiöniemi explore quantitatively and qualitatively students' arithmetic skills in grade two, four and six in Finland by using and adapting the existing framework of *Arithmetic production task* (APT). Previously, the APT has not been used with second graders, who are less familiar with multiplication. Therefore, the authors have developed what they call *Small number arithmetic production tasks* (s-APT). Using a s-APT test allow the authors to compare students' adaptive number knowledge across the 205 students taking part in this study and across the grade levels. In particular, the authors seek to identify differences between the simple and complex solutions in the different types of test items. This is done by identifying the latent profiles describing the students in the three different grades tested and what relations might exist between students' solutions and how these are related to the identified latent profiles. The authors conclude their paper by discussing how their findings link to existing research for higher grades, such as the more experienced the students are with mathematics, the more flexible their calculations prove to be. This is supported by the differences found between grades.

In the second paper, *Transition between discourses – portraying teaching practices in collegial discussions*, Odd Tore Kaufmann and Andreas Ryve investigates how teachers portray their own teaching practices while

reflecting on them in collegial discussions. In the study, teachers working with the professional development program *Boost for mathematics* in Sweden were video recorded during their collegial meetings. Thematic analysis was employed to identify and analyse patterns within the discussions among the teachers. By analysing data from eight groups with a total of 59 teachers, the authors show that teachers describe different teaching practices in different lesson phases and draw upon different discourses in doing so. From this study emerges an eclectic, pragmatic teacher who rather comfortably navigates between different discourses to create a new, blended discourse.

The editors wish to thank all readers, writers and reviewers and wish for a good year 2023. We are certainly looking forward to engage with you all again next year!

The Editors