

Editorial

In March the editors held their annual meeting and just like last year it had to be by internet. The editors are happy with the steady inflow of manuscripts and the commitment from all reviewers engaged in the work with the articles. There are several manuscripts in the process of review and the editors look forward with confidence to maintaining a high quality in the forthcoming publication. Another thing discussed was changes in the editorial group. NOMAD follows the practice of replacing editors one at a time after some years of service, in order to maintain continuity in the editorial work. As previously announced Britta Eyrich Jessen from the University of Copenhagen, has already joined the group of editors. She is replacing Tomas Højgaard. We wish to thank Tomas for his good work and welcome him as a member of the editorial committee.

Workshop for doctoral students

Sadly, the NOMAD workshop for doctoral students, that normally is held in Gothenburg each spring, has to be cancelled again. Now we are planning for a workshop in early June, 2022. More information about the workshop will be published on the NOMAD web, see <http://ncm.gu.se/nomad-workshop>

Invitation to propose thematic issue 2023

It is a tradition that the last issue of Nomad each year is a thematic issue with invited guest editors. The intention of a thematic issue is to bring together researches with a certain interest from all Nordic and Baltic countries. The theme for 2020 was *Students in need of support in mathematics* and it resulted in a double number with six articles. The work with this year's thematic issue on *Practice-based research on mathematics teaching* is progressing very well. The editors are looking forward to an interesting double issue in the autumn, displaying the research activity in this field in the Nordic and Baltic region.

The editors have not received a proposal for a theme for 2022. The work with a thematic issue takes place over almost two years, and therefore the editors would like to *invite our readers to propose a theme* for 2023. Please contact the editors for more information.

In this issue

The first issue of Volume 25 contains four articles, two in English, one in Swedish and one in Norwegian. They are introduced below. The first article is by Malin Norberg and has the title *Exercise design in mathematics textbooks: the case of subtraction*. It presents a descriptive textbook analysis of the approaches to subtraction as an arithmetic operation in all Swedish mathematics textbooks for year 1, mapped out according to the resources used for communication. The result shows large differences between the 17 textbook series, concerning both the type of subtraction exercises offered and the use of different resources for communication and learning, such as writing, images, and mathematical symbols. Altogether, the study shows that the choice of mathematics textbooks affects how subtraction is presented to students and, by extension, the learning situations students encounter when working with mathematics textbooks.

The next article, *Att utmana barns taluppfattning i en matematikaktivitet i förskolan*, by Susanne Johansson, Camilla Björklund and Anne Kultti presents a study of what is made possible to learn about numbers in a partitioning activity in preschool with two three-year-olds. Teacher-child interactions are analysed from a Variation theoretical perspective in order to find what aspects of numbers are made possible to discern. The results indicate a number of aspects deemed critical in developing basic knowledge about numbers, such as numbers as demarcated quantities, numbers as a collection of objects, numbers as part-whole relations and number representations.

The third article, *Exploring student explanations: What types can be observed, and how do teachers initiate and respond to them?*, is by Ove Gunnar Drageset. In the article Drageset further develops an analytical frame earlier presented in a conference paper. Here he gives an in-depth presentation of different types of student explanations, and adds new knowledge about how teachers initiate and respond to them. Drageset puts forward three keystones in his analytical frame: the concepts developed to distinguish between the different types of student explanation; different types of teacher initiation and response to the student explanations; and the lack of differences in teacher responses to different types of student explanation which is a deviation from the rules of normal conversation. The contribution of the article is analytical tools to study classroom conversations on a more detailed level.

In their study, *Dekomponering av planleggingspraksis i en syklus av utforskning og utprøving i lærerutdanning*, Anita Valenta, Kirsti Rø, Reidun Persdatter Ødegaard and Marit Buset Langfeldt take research on teacher education emphasizing a need to organize work with student teachers around core teaching practices as their point of departure. They

investigate the planning phase of a cycle of enactment and investigation and identify how a teacher educator decomposes a practice named "planning of a mathematical discussion towards a given goal" while leading a group of student teachers when planning. By identification and description of the teacher educator's actions, they seek to contribute to a further development of the given practice within the context of teacher education.

The editors

