EDITORIAL

First Three Years of Publication

The *International Journal of Science and Mathematics Education* is soon approaching the three-year mark of publication, and this is a good opportunity to review our growth and also measure the journal's progress against our initial objectives. The original aim of *IJSME* is address common issues in mathematics and science education with emphasis on three unique themes: first, the integration of mathematics and science curricula and the increasing dialogue between the two fields; second, the impact of modern technology tools on classroom instruction; and finally, international perspectives on science and mathematics education from different cultures.

Geographic Analysis

For the first three volumes of *IJSME*, we received 229 manuscripts from 32 countries around the world. Authors from English-speaking countries represented the largest proportion of this total with 39% of submissions, followed by 29% from Pacific Asian nations, 24% from Europe and the Middle East, and 8% from other countries in Africa and Central/South America.

Of the manuscripts received, we accepted 69 for publication in the first three volumes. Again, authors from English-speaking countries led with 43% of all papers published, followed by 35% from Pacific Asian countries, 19% from Europe and the Middle East, and 3% from Central/Southern America. It is interesting to note that there is only a minor difference in the acceptance rates for articles from English-speaking countries (34%) versus non-English speaking countries (28%). This gap appears to be narrowing nicely, and more articles from non-English speaking countries are welcome in order to express a greater diversity of cultural perspectives.

Content Analysis

In terms of research area, the 69 papers published covered a broad range of topics in mathematics and science education, including instruction (appearing in 21 articles), conceptual change (19 articles), teachers' professional development (16), culture (12), curriculum (11), assessment (9), and ICT (7 articles). Note that an article may address more than one area of study.

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In terms of research target, the articles evenly covered all stages of education, from kindergarten through sixth grade (discussed in 18 articles), seventh through ninth grade (15 articles), tenth through twelfth grade (18 articles), pre-service teacher training (14 articles), and in-service teacher training (18 articles). Again, a paper may cover more than one stage of education.

From the patterns above, it is apparent that the greater part of the journal's content so far is still leaning toward the more traditional topics in education research, and there has not been as much discussion on ICT, culture, or cross-curricular integration as the *IJSME* would aspire to. In the future, we need to strengthen research on ICT or cultural aspects of education. Also, the lack of cross-field citation between mathematics and science education may be due to a scarcity of relevant sources in the literature; the *IJSME* is only three volumes old, and apart from us there exist few other journals that specifically address the integration of the two curricula. Authors from the two communities are therefore encouraged to actively cross-reference and use our journal as a working resource and a forum for discourse.

Looking Ahead

During the first phase of *IJSME* from 2003 to 2005, we wanted to extend our journal as an open forum to the worldwide community of science and mathematics education researchers, and therefore our own editorial members accounted for only 12% of all authors published in the *IJSME*. Now that we've expanded our authorship pool, we will relax this limitation in the second phase of *IJSME* and welcome more submissions from the editorial members since they represent some of the most distinguished and innovative researchers in the field, contributing a wealth of experience and unique perspectives to the journal.

For future issues, we'd also like to invite more manuscripts on common factors that link mathematics and science literacy. For instance, we welcome research on common language in science and mathematics competency, mutually held beliefs and values, culturally specific factors, or even ICT as a common factor for learning in both domains. These topics make for interesting research and will stimulate greater dialogue across the two communities. We look forward to hearing from our readers and authors on these and other important areas of mathematics and science education.

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