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Call for articles for RIPEM 2017 thematic issue

Education of teachers for the teaching of mathematics in the 21st century

The *International Journal for Research in Mathematics Education* – RIPEM – invites papers for its thematic issue about **Education of teachers for the teaching of mathematics in the 21st century**, to be published in late 2017. RIPEM is a peer-reviewed electronic journal published by SBEM – Brazilian Society for Mathematics Education (<http://www.sbemrasil.org.br/ripem/index.php/ripem/about>). The 2017 special issue is a joint edition of SBEM and SPIEM – Portuguese Society of Research in Mathematics Education (<http://spiem.pt>). This special issue targets research addressing mathematics teacher education for those who teach mathematics at any students' levels, from kindergarten to higher education, taking into consideration the characteristics, possibilities and challenges of the 21st century.

Mathematics teacher education can be conceptualized, in one hand, as an interaction process between teacher educators and (student) teachers also including systematic interactions among teachers aiming at professional growth concerning the teaching of mathematics, and, on the other hand, as a learning environment for all people involved in this interaction process. Teacher education takes part in social, organizational and cultural contexts, being affected by them, namely by the conditions and resources at schools or by the curricular guidelines about mathematics teaching. These contexts are dynamic and have evolved significantly in the 21st century.

The overall goal of mathematics teacher education can be assumed as the necessary preparation for the practice of mathematics teaching, in case of pre-service education, or the improvement of the quality and adequacy of teachers' practice of mathematics teaching, in case of institutionalized in-service education or initiatives for promoting professional development, developed as school projects or large scale programmes. In any case, it comprises the acquisition of specific knowledge and skills for teaching mathematics nowadays and the development of beliefs and attitudes favourable for mathematics teaching, including the raising of high expectations about students learning of mathematics framed by the guidelines of mathematics curriculum for the 21st century.

The quality of teacher education is an issue of crucial influence of teachers' practice of mathematics teaching at any level. Many countries have invested in reformulating their initial and continuing training programs in order, for example, to establish better connections between theory and practice, to take into account the importance of teachers' collaboration and to articulate teachers training with the current technologies at disposal.

There is a strong need for additional knowledge to inform our further understanding of the research being done nowadays in mathematics teacher education, considering initial education, in-service teacher education and professional development. Manuscripts can report findings from empirical research but literature-based scholarly articles that advance proposals about teacher training and professional development for the 21st century are also welcome.

Submission and review timeline

- Manuscript submissions (from 6000 to 9000 words) are due may 31, 2017
- Author guidelines can be consulted in [http://www.sbemrasil.org.br/ripem/index.php/ripem/about/submissions - onlineSubmissions](http://www.sbemrasil.org.br/ripem/index.php/ripem/about/submissions-onlineSubmissions)
- The result of the review process will be announced to authors by 31 july
- The revised papers are due 30 september, 2017
- The final determination about submissions will be announced by 31 october, 2017
- Proposed articles should be submitted to the journal <http://www.sbemrasil.org.br/ripem/index.php/ripem/author/submit/1>

Thematic issue editors:

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