

Editorial

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Since 2020, the world has been fighting the COVID-19 pandemic, which has changed our lives and forced several restrictions on us. The International Congress on Mathematical Education and other international conferences have been held online (some hybrid), which has been an unprecedented experience, as have domestic conferences within each country. We are keenly aware of the importance of face-to-face discussions. Not only in the field of research, but more so in the field of educational practice, children, teachers, and parents are facing many difficulties. Nevertheless, each one of us must move forward within these constraints to protect all lives, and not just those of our loved ones.

In this situation, we believe that research journals, including the Hiroshima Journal of Mathematics Education (HJME), are highly significant because they play an important role in facilitating our research activities at a time when face-to-face discussions are not possible.

We, the editorial team, are pleased to issue Volume 14 of the HJME, an international journal of the Japan Academic Society of Mathematics Education (JASME).

The HJME has undergone significant changes over the past few years: Volume 12 marked its relaunch as an international journal of JASME, while in Volume 13, special feature articles were published to commemorate the 50th JASME conference. This volume (14) is marked by a change in editorial staff and revision of the manuscript submission framework. For more information, please visit the journal's web page.

Volume 14 presents three articles that deal with 'professional development through lesson study', 'mathematics education in China', and 'online teaching and learning'—the last one, in particular, is in line with the special issue of Volume 14.

The first article, entitled *Sustainable lesson study and paradigmatic infrastructure: The case of Denmark*, is authored by Camilla Hellsten Østergaard and Carl Winsløw. They focus on the issue of sustainability of lesson study as a form of practice-based professional development, extend the idea of paradigmatic infrastructure, and analyse sustainability from the institutional perspective of the Anthropological Theory of the Didactic.

The second article, entitled *Examining the development of mathematics education research in Chinese mainland from the 1990s to the 2010s: a focused survey*, is authored by Lianghuo Fan, Jietong Luo, Sicheng Xie, and Yan Zhu. They conducted a focused survey of research mainly published since the early 1990s in the Journal of Mathematics Education, a Chinese national research journal.

The third article, entitled *On online teaching and learning of mathematics: What future research can be expected by mathematics education research?*, is authored by Taro Fujita. To identify issues and challenges in online teaching and learning of mathematics to be explored in future research, and what mathematics education can contribute to this research area, he reviewed key literature from 2015 to 2020 in mathematics education journals. This article is part of the special issue of Volume 14: *Online/Distance Teaching and*

Learning in Mathematics Education.

Finally, we would like to inform authors and our readership that because the HJME is published once a year, this has tended to delay the publication of accepted papers. We have, therefore, started publishing them online first. In addition, we are now ready to accept submissions at any time. We look forward to your contributions.