

Editorial for Volume 15

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Throughout the ongoing coronavirus disease (COVID-19) pandemic, our research practice, especially empirical research, has been subject to significant methodological constraints. This is also true, but to a lesser extent, in theoretical study. We have been forced to communicate online, having lost an “on-the-spot atmosphere,” so to speak, and the opportunity for informal conversation with coffee and beer.

In 2022, several international conferences have been held face-to-face (e.g., The 45th Conference of the International Group for the Psychology of Mathematics Education [PME 45], Alicante). Researchers have also begun to interact with each other as they had before the pandemic. We are increasingly aware of the importance of discussion in facilitating research activities. At least in Japan, the primary elements of conferences and seminars are presentations and lectures; I am under the impression that there is less dialogue on shared topics in Japan than in other countries. This difference cannot simply be attributed to national variances. While social and cultural influences on research content may be valid, the research activities themselves must be shared internationally.

Discussion generates mutual understanding. Results and conclusions of research are undeniably important to the construction of our knowledge. It is even more important to comprehend the theoretical position/framework and the methodology that led to the findings and conclusions. The various articles published in journals are the outcomes of such discussions. The articles go on to generate new discussions. Different theories and different methodologies focused on the same topic will produce different conclusions. It is through mutual understanding achieved through discussions that we can advance research in mathematics education as a whole.

In current mathematics education research, there is a diverse range of international journals. Some journals specialize in a particular area of interest. Other journals cover a wide range of genres comprehensively; the *Hiroshima Journal of Mathematics Education* is one such journal. Volume 15 of the *Hiroshima Journal of Mathematics Education* contains two Special Issues that present the work of the two Topic Study Groups (TSG) of the 14th International Congress on Mathematical Education (ICME-14) held online/hybrid in 2021. The volume presents four papers focused on the issues of “Problem posing and solving in mathematics education” from TSG17, and seven papers focused on the issues of “Mathematics for non-specialists/mathematics as a service subject at the tertiary level” from TSG45. The Special Issues were organized by Guest Editors. The detailed structure of each Special Issue and the introduction of the included papers were left to the respective Guest Editors. We would like to express our sincere thanks to the authors of each article and, in particular, to the Guest Editors of both Special Issues for their contributions.

Finally, please note that the *Hiroshima Journal of Mathematics Education* is published once a year. Accepted papers are published online first, before the publication of the next volume. Submissions are accepted at any time. We look forward to receiving your contributions.