Editorial for Volume 16

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Domestic and international conferences have gradually reverted to face-to-face mode. Again, we enjoy the pleasure of meeting the faces that we used to encounter on a screen. Discussions in each community naturally produce positive research outcomes. In many fields, the number of papers submitted has increased. We look forward to your contribution to the Hiroshima Journal of Mathematics Education (HJME).

As each journal has its own peer review system, HJME operates on the system shown in Figure 1 (the actual process is more complex, but the necessary procedures for authors are simplified).
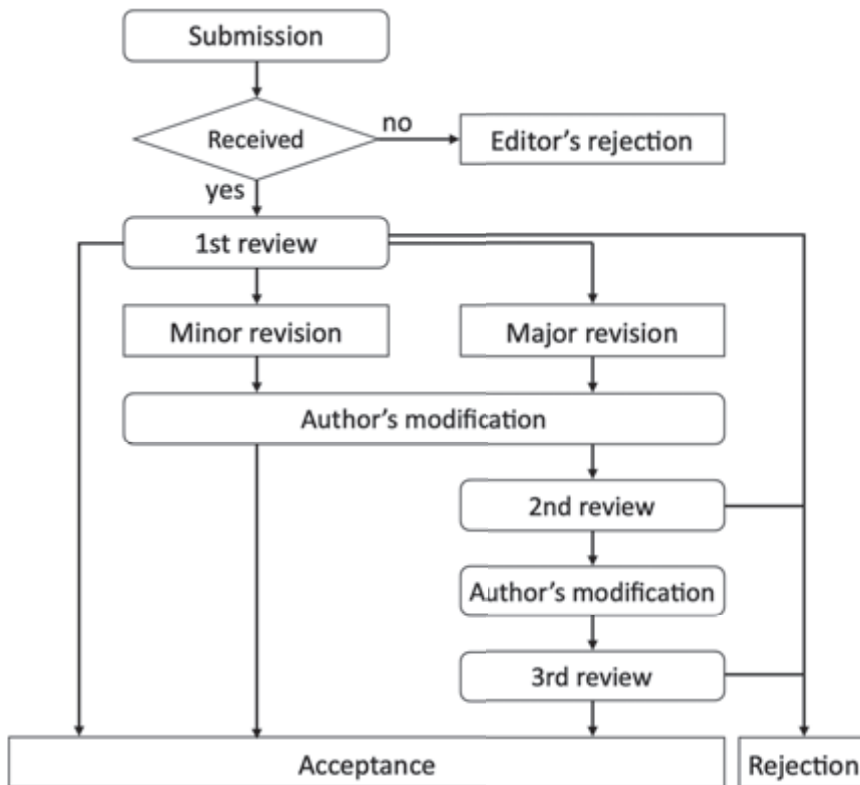

Figure 1. HJME peer review system

Along with peer review systems, the type of peer review is often discussed. This journal currently employs a double-blind peer review process. Each type of review has its own advantages and disadvantages. In general, double-blind peer review prevents any type of bias or mutual pressure. Not knowing the author's background emphasizes the content of the paper rather than the assessment of the individual; whereas, excluding knowledge of the context of the research topic makes it difficult to obtain the necessary information to peer review.

The Special Issue of this volume has been peer-reviewed independently of the journal. An open-review design was adopted. Open-review is considered to ensure transparency in the review process and make the tension for reviewers, while simultaneously maintaining authors' satisfaction and restraining negative criticism. In recent peer reviews of applications for presentations at international conferences, the open-type has often been adopted. This creates a community around the research topic and enriches discussions during conferences. Peer review systems and review types are important issues at the heart of journal operations. At every opportunity in the future, we, the editorial team, would like to have the courage to be proactive in making improvements.

In addition, because HJME is an online journal, the editorial team discussed copyrights. Consequently, we decided on a Creative Commons [CC BY] licence, starting with Volume 16 to maintain alignment with other international mathematics education journals. We thank the authors whose contributions appear in Volume 16 for their agreement in this regard.

Volume 16 features one contributing paper and five Special Issue papers. The contribution by Louise Meier Carlsen analyses activities related to pupils' study of equations using CAS with praxeology from the anthropological theory of the didactic. It draws the interesting conclusion that students learn to use equations not only as tools but also as objects, and that this has a positive effect on technology and theory, that is, the logos part of praxeology.

The introduction of Special Issue papers will be in the Editorial for Special Issue by the guest editors. The HJME editorial team would like to thank Angelika Bikner-Ahsbahs, Ivy Kidron, Yusuke Shinno and Takeshi Miyakawa for their great contributions as guest editors.

Finally, as I repeat the same thing every time, please note that HJME is published annually. The accepted papers are published online before the publication of the next volume. Submissions are accepted at any time. We look forward to receiving your contributions.