

## Foreword

We, as the editorial committee, are genuinely glad to issue volume 12 of *Hiroshima Journal of Mathematics Education*, the international journal of the Japan Academic Society of Mathematics Education (JASME).

*Hiroshima Journal of Mathematics Education* was originally an international journal of mathematics education published by the Department of Mathematics Education, Hiroshima University from March 1993 (Vol. 1) to March 2005 (Vol. 11). Thereafter, the publishing of the journal was halted because of difficulties in raising funds from Hiroshima University.

Fortunately, JASME had available the memorial fund of Professor Ichiei Hirabayashi, who was the president of JASME and made an important contribution to mathematics education. In conforming with the wishes of late professor Hirabayashi, we are reissuing *Hiroshima Journal of Mathematics Education* as an international journal that substantially contributes to the development of mathematics education. *Hiroshima Journal of Mathematics Education* thus now returns as the international journal of JASME.

*Hiroshima Journal of Mathematics Education* conceives mathematics education as the research and practices of the whole field of human ideas and activities that affect the teaching and learning of mathematics and aims to contribute to international communication on research and practices at all levels of mathematics education. The journal welcomes submissions from all researchers, educators, and practitioners who are interested in this field and wish to contribute to the development of mathematics education. We strongly hope that mathematics education will be sustained through a solid understanding of mathematics, the student, the teacher, and the relationships among them and be supported by the convincing analysis of and reflections on the teaching and learning of mathematics and that, on this basis, new perspectives, theories, teaching materials, and practices will be proposed internationally through *Hiroshima Journal of Mathematics Education*.

To celebrate the newly reborn journal, we publish half of volume 12, entitled 'Foundations of Mathematics Education for the Future', as special feature articles. This title refers to the establishment of solid perspectives on the future on mathematics education through self-reflection by the mathematics education community. The concept is reflected in this volume by a feature article written by Professor Erich Wittmann. We thank Professor Wittmann for his continued strong association with the Japanese mathematics education community, in particular JASME. Many Japanese researchers have been encouraged by the research of and conversations with Professor Wittmann and have come to understand mathematics education as a design science.

From the Japanese side, previous and current editors-in-chief of the journal contributed articles on Japanese lesson study. The concept of lesson study has now spread globally. However, we Japanese have often felt that the nature and substance of lesson study have not yet been clarified, in contrast to the pervasiveness of procedures on implementing lesson study. In that respect, these articles have approached the nature of lesson study by establishing theories and practices in a detailed manner for a better understanding of lesson study. We thus regard the development of theory and practice through lesson study as an important theme of an international journal published in Japan.

It is also our great pleasure to include the lecture note of Professor Yve Chevallard. We thank Professor Chevallard for not only presenting a lecture on the anthropological didactics of mathematics but also for writing a valuable paper that describes the topic in detail. The research program of Professor Chevallard has become pervasive in Japan.

*Hiroshima Journal of Mathematics Education* provides information on the following webpage.

<https://www.jasme.jp/hjme/>

We hope that international researchers engaged in mathematics education will submit papers to *Hiroshima Journal of Mathematics Education*, thus beginning international communication on developing mathematics education.

Sincerely yours,

Masakazu Okazaki

Editor-in-Chief of *Hiroshima Journal of Mathematics Education*,  
Japan Academic Society of Mathematics Education