

Preface

What would be the purpose of editing a new journal of didactics of mathematics?

Teachers know that new kinds of professional figures are developing worldwide, such as expert in mathematics, sciences and technology didactics, or young (and not so young) researchers studying and analysing learning and teaching processes with the aim of optimising the design, the realization and the analysis of didactic activities.

To this relatively new field of study have been given the features of academic research (which has already and will give its notable contribution to the matter) but at the same time has been appraised the experience of teachers, who everyday have to face issues regarding didactics.

It is certainly a given fact that this theoretical approach is developing in the political life of many countries through the ideas of “mathematics competences development” and “learning levels” and the relative evaluation processes.

On the other hand, teachers’ research contribution has been partially tainted by the inexperience of many in researching and experimenting, by the scarce sharing of the proposed themes and eventual progresses, and by the matter’s complexities. We are talking about communicative gaps that drive to a dispersion of experiences and knowledge that researchers and teachers are gathering.

EDIMAST is a free web journal, developed by both teachers and researchers, that aims to fill this communicative gap, enhancing the possibilities of expressing one own experience and own didactics experimentation, establishing relationships with other formal groups sharing the same interest, enhancing the promotion of liquid groups of practice and common interest and creating synergies with universities and research centres.

To the authors of the published articles it is only asked to adopt this perspective of “research”, leaving otherwise extreme freedom in the ways of expressing their experience and their didactic planning.

By choosing an on-line distribution, we aimed to fill the void caused by the absence of this kind of journal; furthermore, we have adopted with this modality a publishing license that leaves all the rights to the authors, and gives them the opportunity to have a place in the web where they can upload and update documentation regarding published articles. Moreover the same licence enables them to have visibility on social networks (Facebook, Linkedin, etc.) and so to discuss the published material and the matters relative to the didactics, the improvement of teaching and learning of mathematics, sciences, and technology (across different scholastic grades), professional training, research and the fostering of best practices.

Ours is an international journal, able to communicate in Italian, English, French, and Spanish, enabling us to expand significantly our professional experiences and the comparison with other realities. The journal will be edited on a four-monthly basis and every author will have the opportunity to submit his/her own work without any publication fees.

Finally, the fact that both the authors and the editors will not receive any compensation for their work releases the journal from commercial dynamics, enhancing its features of independence.

Considering that this is the introduction to the first issue of the journal I would like to provide the readers with a brief chronicle of how the idea of a new journal was born. It was November 2014 when I proposed to some friends on Facebook: “*I have a great desire to*

create a mathematics didactics journal. Does someone endorse my idea?"

In a little time a group of 27 teachers and researchers, all sharing the same idea, was formed, creating the first staff of the journal. At this moment, the editorial staff counts 74 people but our aim is to reach 250 individuals.

The following main points have been set through thorough and accurate discussions executed in a collaborative and democratic manner:

- Free on-line journal;
- Print on Demand – Paperback issue only printed on demand and through contribution;
- Authors will not have to give any kind of contribution to publish their work;
- Editorial staff offers its collaboration freely;
- International journal;
- Disciplines involved: mathematics, science, technology;
- To discuss and study teaching/learning from primary school to the first year of university or further;
- To have an international editorial staff formed by at least 65-70% of teachers from all orders and grades and the remaining 30% from researchers, university professors and other professionals supporting the staff's own functioning;
- Four-monthly publication (April, August, December);
- To utilise Italian, English, Spanish and French languages.

The basic idea is simple: the School proposes and the University cooperates and vice versa.

That is, to promote a further and enhanced engagement from schoolteachers that design, realize, evaluate, document, reflect and share activities of experimentation, classroom research and best practices, asking to the University support and didactic and pedagogical supervision.

In this first issue you will find 9 articles written in Italian by teachers and researchers, which present different arguments, nevertheless aligned with the journal's spirit, which I hope will draw your attention and will incite your collaborative spirit.

To all, I wish a pleasant reading experience on my and on the journal's staff behalf.

Panagiotis Ligouras

<http://www.edimast.it/J/20150101/00030004LI/>

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