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# Where to publish education articles?

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If you are working in a specific aspect of mathematics in higher education, say Numerical Analysis, you are likely to have a pretty clear understanding of which are the major international and national journals to read and/or contribute articles to. Similarly with international and national conferences to attend and/or submit applications for contributions. However the picture is rather hazier in respect of your function as a teacher of mathematics in higher education. For that reason we thought it might be helpful to get the editors of some of the main publications in the field to combine forces to write a guide to the different roles each see their publication playing. Here then are contributions from the editors of *Mathematics Today*, *Teaching Mathematics and its Applications*, the *International Journal of Mathematical Education in Science and Technology* and finally *MSOR Connections*.

## ***Mathematics Today (ISSN 1361-2042)***

The Institute of Mathematics and Its Applications publishes a range of specialist academic journals in a variety of disciplines, including Numerical Analysis. For many years it published a more general members' journal called *The Bulletin*, which carried everything from conference reports through book reviews and mathematical articles to presidential addresses. This journal has been brought up to date, and is now called *Mathematics Today*.

*Mathematics Today* is a general interest publication for mathematics graduates and is not a research journal. It aims to provide members of the Institute of Mathematics and its Applications with up-to-date information about developments in the discipline and relevant news items. *Mathematics Today* accepts articles submitted by members and non-members.

The Editor welcomes articles of wide mathematical interest, overviews of recent developments or applications, mathematics education, conference reports, news of members, book reviews and puzzles. Articles must be authoritative and readable by non-specialists (and, ideally, well illustrated). A balance of topics and items is maintained within issues and over a period of several months/issues. All articles with a mathematical or scientific content are reviewed by a referee in order to ensure the accuracy of the material.

## ***Teaching Mathematics and its Applications (ISSN 0268 3679)***

More than 20 years ago the IMA took over the publishing of a pioneering journal originally called *The Journal of Mathematical Modelling for Teachers*, which had its roots in developments led from the Shell Centre for Mathematical Education (Nottingham University), the Open University and Cranfield Institute. This became the current *Teaching Mathematics and its Applications* journal with Professor David Burghes of Exeter University as its editor. The *TMA* journal is printed and distributed by OUP (see <http://www3.oup.co.uk/teamat>) and is now edited by Professors Afzal Ahmed and Adrian Oldknow from University College Chichester. Its prime

purpose is to provide an international refereed journal for the communication of learned papers on the mathematical education of students in upper secondary (14-18) and undergraduates in higher education (18-20). In general papers will not be considered for publication which just concentrate on mathematical detail divorced from an educational context, or whose subject matter is concerned with aspects of mathematics not generally encountered within the target student group. Preference will be given to articles that include an evaluation of the educational approaches communicated.

The journal still retains a strong interest in the applications of mathematics and in mathematical modelling, so the editors are happy to consider papers communicating interesting and unusual applications of mathematics, for example from industry or commerce, which could be used to enliven the teaching of relevant mathematics within the target group. A recent addition to the journal is a non-refereed section for short reports. These can be controversial articles voicing a viewpoint on matters of current concern, survey or review articles, or information which in the view of the editors needs to given 'fast-track' treatment because of its immediacy. Another use of this section, which the editors are keen to see developed, is as a vehicle for students to report on interesting project, or other work they have carried out.

*TMA* has taken on an increased role as the academic journal for those concerned with teaching and learning mathematics in higher education and the editors welcome the growing links with the Maths, Stats & OR Network and its *MSOR Connections* newsletter. The IMA is committed to having a presence in mathematical education publishing and is glad to see that *TMA* is flourishing.

## ***International Journal of Mathematical Education in Science and Technology***

**ISSN: 0020-739X print; 1464-5211 online**

The *International Journal of Mathematical Education in Science and Technology* has been successful in establishing itself as a unique and international forum for the effective communication of ideas of all mathematical educators since its inception in 1970.

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The Journal provides a medium by which a wide range of experience in mathematical education can be presented, assimilated and eventually adapted to everyday needs in schools, colleges, polytechnics, universities, industry and commerce. It includes contributions from teachers and users of mathematics at all levels on the contents of syllabuses and methods of presentation. The need for communication between teachers is recognised by the occasional inclusion of reports of relevant conferences.

The use of technology in the teaching, learning, assessment and presentation of mathematics is increasing and the Journal publishes original and interesting contributions in this area. Mathematical models arising from real situations throughout science and technology, the use of computers, new teaching aids and techniques also form an important element.

A novel feature of the Journal is the Classroom Notes section. This section is for shorter articles, usually relating to new ideas for the mathematics teacher to use in teaching.

The Editor Martin Harrison of Loughborough University is actively supported by an international Editorial Advisory Board, including members from Brazil, Ireland, Australia, New Zealand, Saudi Arabia, South Africa, the United Kingdom and the United States. The Board serves as an expert group to oversee policy, promotion and production. Its members review papers as part of a panel of experts chosen to ensure the highest scholarly standards. Selection of members takes into account the rigour of their scholarship, their research and publications record, and their reputations as intellectual leaders in the field.

*IJMEST* has established itself as a unique journal dedicated to research in mathematics education from an international perspective. It is published bimonthly by Taylor & Francis and included in many important abstracting and indexing services. The Journal is available online to institutional subscribers. Individual articles can also be purchased on a pay-per-view basis. Tables of contents are freely available via SARA, the Taylor & Francis email alerting service (<http://www.tandf.co.uk/sara/>).

***MSOR Connections* (ISSN 1473-4869 ex Maths, Stats & OR)**

*MSOR Connections* is a quarterly newsletter covering learning and teaching topics in Mathematics, Statistics and Operational Research. It is published in February, May, August and November each year by the Maths, Stats & OR Network. It carries articles about teaching and learning developments, the use of computers, reviews of courseware, reports of conferences and

workshops, information on new developments and releases of standard packages. *MSOR Connections* was established to serve members of the UK HE community and, despite a number of more international contributions, the focus remains firmly on the UK "market".

It has a number of aims:

- To inform colleagues about recent developments in teaching and learning in all aspects of mathematics, statistics and OR
- To carry reports of projects, research, innovations which will be of interest to its target audience
- To keep an up-to-date resource of events, opportunities for funding, and policy initiatives that impact upon HE MSOR
- To offer a forum for the dissemination of good and effective practice among the target audience
- To offer a means of networking and exchange of ideas among those in MSOR

Flowing from these aims, it follows that:

- *MSOR Connections* should accord a very high priority to being an up-to-date organ with a high degree of currency
- *MSOR Connections* should be inclusive in outlook and embrace the complete spectrum of learning and teaching in tertiary MSOR
- *MSOR Connections* should encourage comment, debate and controversy
- *MSOR Connections* should be proactive in encouraging an ethos of collaborative support and sharing of good practice

As a consequence, *MSOR Connections* has:

- A strong focus on learning & teaching in the UK HE context
- A track record of rejecting a very small percentage of submissions
- A policy of looking for shorter pithier contributions rather than extended studies or research reports
- A comprehensive and up-to date collection of diary items highlighting recent policy developments, upcoming meetings, etc
- Set a high priority in "fast turn round" of articles and attempted to avoid substantial back-logs building up

In structure, *MSOR Connections* favours thematic sub-sections – Reviews, "Something that Worked for Me", Students' Corner etc. *MSOR Connections* has a long tradition of carrying advertising to subsidise production costs. It is available free of charge to all in UKHE and at a small fee for those outside the UK. Those producing *MSOR Connections* set great store in having a fully archived easily available web version. At the time of writing *MSOR Connections* has no formal editorial structure.