



EDITORIAL

Navigating Scholarship Together – Reflections on a Year of Co-Editorial Leadership at JRSMTE

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Abstract: In this first issue of 2026 editorial, the journal co-Editors-in-Chief report on the activities of the journal in the past year including highlighting a few publications, discussing some of the challenges in running an Open Access no fee journal, describing minor operational changes, and initiatives that will be worked towards in 2026.

Keywords: Local Instruction Theory, Hypothetical Learning Trajectory, Task Design, Quantitative Reasoning, Covariational Reasoning.

Introduction

Along with the help and encouragement of the journal's Managing Editor – Nuri Balta – and the editorial board we have successfully navigated the first year of our work in our co-Editor-in-Chief role. We are grateful to all of our reviewers and to the authors who have submitted their work to JRSMTE.

In our first editorial last year we reached for the sky and discussed new initiatives we were going to bring forward to the journal, and in the past year we accomplished two of the four initiatives: the journal published two invited Commentary pieces and a summary of articles published in the previous year was provided in the first issue. We plan on continuing with these initiatives and to work at moving forward on others including (i) topical interviews with researchers or classroom teachers on pressing issues in STEM education, and; (ii) highlighting research collaborations to foster networking and collaboration opportunities, field studies, pilot projects, and/or co-authorships.

The two invited commentaries were contributed by Dr. Julie Luft, Distinguished Research Professor, UGA and Dr. Kimberley Gomez, Professor Emerita, UCLA. We think both are interesting and provocative reads that have gained considerable traction over a short period of time. For example, Dr. Luft's commentary has been viewed 856 times and downloaded 232 times over a six-month period, while Dr. Gomez's commentary has received 668 views and 316 downloads within three months of publication. Recognizing that the topics may be of use and interest to graduate students and to teacher practitioners we attempted to have the commentaries written so that the language and concepts were accessible while still having a rigorous discussion of their topics. Please let us know if you think we still have work to do in accomplishing this.

Luft, J. A. (2025). Supporting and ensuring the well-being of early career science teachers. *Journal of Research in Science, Mathematics and Technology Education*, 8(2), 89-93.

Gomez, K. (2025). There is no silver bullet—Intentional equity-focused technology integration in schools. *Journal of Research in Science, Mathematics and Technology Education*, 8(3), 1-6.

In addition to the Commentaries (and our January Editorial) the journal published 10 articles (by 25 authors) across our 3 regular issues and 19 articles in our fourth Graduate Student Special Issue (there was a very good response to our call for papers for the latter).

The medal recipients in our Graduate Special Issue were:

Gold: Fogelman, S. E., Vera, M. A. M., & McNeill, K. L. (2025). A curriculum evaluation of a genetics unit from a science identity perspective. *Journal of Research in Science, Mathematics and Technology Education*, 8(SI), 219-240.

Silver: Agyemang, A. Y. K., Ossei-Anto, T. A., & Acheampong, A. (2025). Exploring factors influencing the acceptance of dry lab technologies in Ghanaian senior high schools: IPMA insights on the influence of technology familiarity. *Journal of Research in Science, Mathematics and Technology Education*, 8(SI), 103-134.

Bronze: Darwin, T., & Pinheiro, W. A. (2025). Voices of support: Community college instructors of color reflections on fostering self-efficacy in corequisite mathematics students. *Journal of Research in Science, Mathematics and Technology Education*, 8(SI), 53-78.

Time, or a shortage of it, is the enemy of volunteer-based journals, and that is as true for JRSMTTE as any other. Everyone who runs this journal and who reviews for it are doing so as volunteers, and apart from those responsibilities to the journal most have jobs in academia, government, or as teachers in schools with all of the time commitments associated with those jobs. All of the journal management team are grateful for the efforts put forth by our volunteer reviewers, and we hope authors who submit papers understand that sometimes reviewing can take more time than any of us would like because of the difficulty in finding reviewers.

For some article, especially those in specialized areas or on uncommon topics, we can ask 25 people in our reviewing pool before we get two positive responses (the minimum we require), and sometimes those reviewers need longer than the time first allotted. We all do our best, so write us if you are uncertain where your paper is in our publication process, if you're frustrated with the time reviewing is taking, or if you need a break from reviewing (we'll take you off our roster for a period of time if you need that). And please suggest to your friends and colleagues that they join our reviewing pool, newcomers are more than welcome (particularly in the areas of Mathematics and of AI education research) and most reviewers are only asked to review 2 or 3 papers a year.

To help improve our reviewing process we elaborated the "mathematics" category in our reviewing system so that it had more categories (for instance now we know if a reviewer has specialization in elementary mathematics as opposed to secondary) and we added the AI category (and associated sub-categories) because of the proliferation of research on using AI tools in science and mathematics teaching. We expect that these changes will allow us to assign reviewers with expertise better aligned with submitted articles in these areas. Our editorial board also had new members added this past year, and a few retirements, and we're grateful for the interest of those individuals in supporting the journal.

We again draw on Stephen Cessna's 2023 editorial for further ideas about how you can support this journal:

- Submit your manuscripts! We prioritize a swift review process and provide constructive feedback, as highlighted in our annual author surveys.
- Engage with our articles by reading and citing them in your own work.
- Amplify the visibility of JRSMTTE articles by sharing them on academic platforms like ResearchGate, Academia, ORCID, Google Scholar, LinkedIn and elsewhere on other social media platforms.
- Share the word about JRSMTTE within your professional networks.
- If you use X or Bluesky please follow journal updates @jrsmte (at X) or @jrsmte.bsky.social

We continue to be enthusiastic about our work as Editors-in-Chief for JRSMTTE and look forward to hearing from you. Your ideas and feedback are invaluable as we continue to grow and improve the journal. Please don't hesitate to contact us at editor@jrsmte.com.

Finally, we are still open to submissions for our current Graduate Student Special Issue. Please take a look at the journal site (or <https://jrsmte.com/files/440/jrsmte-special-issue-5.pdf>) if you have graduate students who might be interested.

We appreciate your continued support of JRSMTTE and your dedication to advancing STEM education.

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Editors-in-Chief