ZDM – The International Journal on Mathematics Education is internationally one of the oldest research journals in mathematics education. It was published originally under the name Zentralblatt für Didaktik der Mathematik.

The journal surveys, discusses and extends current research-based and theoretical perspectives as well as creates a forum for critical analyses of issues within mathematics education.

Although mathematics is universal, mathematics teaching and research in mathematical thinking, teaching, and learning bear the influence of culture. A core goal of ZDM is to bridge these different approaches in order to provide the scientific audience with a broad overview about the international debate and to give readers a fresh perspective on their own cultures, and their own traditions of research and practice.

To achieve this goal, ZDM publishes six themed issues per year which are edited by invited carefully selected issue editors of note in the field. Only invited papers are published, however, each paper is internally peer reviewed by selected members from the editorial board or the issue editors, in addition to being externally reviewed by invited experts. This ensures multiple layers of quality control to ensure the highest standards in the scholarly product.

ZDM is the only research journal in mathematics education which strictly follows the approach of publishing thematic issues. The themes of the issues consider broad topics distinct for mathematics education all over the world such as problem solving or proof or features of research in mathematics education as well as more specialised topics such as development of algebraic thinking, gender issues, semiotics etc. With this approach the journal meets the interest of the entire spectrum of ongoing mathematics education debates as well as specialised perspectives. Further, the distribution of the issues considers a variety of themes from different cultural communities. This means that the themes reflect special characteristics of the East Asian debate, for example, such as Exemplary mathematics instruction in contrast to aspects of theory development more prominent within the European debate. Overall, with this approach ZDM has established itself as a truly international journal not linked to specialised interests.

Although ZDM is owned by the Fachinformationszentrum Karlsruhe (FIZ) and the German Society of Mathematics Didactics (GDM), it has broad international governance through its editorship and editorial board and this international breadth is reflected in the choice of theme editors and paper authors as well as the readership.
Language of the journal is English.

Regional coverage: International. Currently out of eight members of the Editorial Board two are from North-America, two from Asia, three from Europe, one from Australia.
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