ADVICE TO PROSPECTIVE AUTHORS

Educational Studies in Mathematics is an international journal of research and scholarship in mathematics education. It aims to illuminate issues of principle, policy and practice in the field, and to promote the development of coherent bodies of theorised knowledge which can be brought to bear on these issues. Its intended readership includes those involved in teaching and studying mathematics education, and those with responsibilities for professional leadership, as well as active researchers and scholars in the field.

The journal seeks to publish original articles which address the aims set out above, make a significant contribution to the field, and are interesting and accessible to a diverse international readership. Submissions which demonstrate all these qualities are at a considerable advantage. Authors are advised to make the relevance and significance of their contribution clear in the introduction to their article and its conclusion. Although the work reported in a submission may well be located in a particular local or national context, it should be of interest to a wider audience, and written up in a way which makes it comprehensible to them.

The editors recognise that many different forms of research and scholarship can contribute to the aims of the journal, and that these will draw on differing perspectives and approaches. In engaging directly with a body of evidence, a submission should make explicit the theoretical and methodological framework within which this evidence has been gathered and analysed. In offering a conceptual analysis of some issue, a submission should acknowledge relevant prior theorisations and findings, appraising and synthesising them. In treating a particular area or aspect of mathematics, a submission should show critical awareness of other possible approaches. Whatever approach a submission adopts to evidence and argument, it will be evaluated in terms of appropriate criteria of rigour, intended to ensure that the analysis is well-founded, that it develops a cogent argument, and that it takes account of other relevant research and scholarship in the field. In particular, authors will be expected to be familiar with work already published in the journal, and to acknowledge, or build on it as appropriate. Equally, it can help readers who may be relatively unfamiliar with the topic and wish to learn more, if some reference is made to appro-
appropriate published sources which offer an authoritative overview of the area under consideration.

Both editors and readers of the journal appreciate conciseness, as long as it is not at the expense of clarity. Articles exceeding 20 journal pages in length are unlikely to be published unless they are of unusual significance and an extended presentation is clearly necessary to do justice to the material. Submissions which successfully distil the essence of an argument into 10 pages rather than 20 are particularly welcome, as this both focuses the particular communication and enables the journal to make a greater range of material available to its readership.

KENNETH RUTHVEN