

## **A New Chapter in the Life of the *Electronic Journal of Science Education***

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The *Electronic Journal of Science Education* (EJSE) was first published in 1996, from the University of Nevada, Reno, under the leadership of Dr. John Canon and Dr. David Crowther. This was in the early days of electronic journals and, over the years, EJSE adapted to changing times to incorporate photos, videos, hyperlinks, and other digital materials. Drs. Canon and Crowther edited EJSE from 1996 until 2007, when editorship transitioned to Dr. Michael Kamen, Southwestern University. In 2011, Dr. Molly Weinburgh, Texas Christian University, took on the editorship and held this position until October of 2019. EJSE is beginning an exciting new transition. The editorship is now under Dr. Mark Bloom, science educator at Dallas Baptist University, and Dr. Sarah Quebec Fuentes, mathematics educator at Texas Christian University.

### **A New Name and a New Home**

With this new leadership comes some exciting changes for EJSE. These changes involve a broadened scope of the journal as well as associating the journal with an international consortium of educators.

### **The Electronic Journal for Research in Science & Mathematics Education (EJRSME)**

As you have likely noticed already, the name of the journal has changed to the *Electronic Journal for Research in Science & Mathematics Education* (EJRSME). With this change in name comes a change in focus from just science education-related manuscripts to a focus on mathematics education as well. We hope to see many mathematics-related submissions in the very near future. Further, the new journal name is intended to parallel the name of the organization to which the journal will now be associated, the International Consortium for Research in Science & Mathematics Education (ICRSME).

### **International Consortium for Research in Science & Mathematics Education (ICRSME)**

ICRSME is an international group of science and mathematics educators, teachers, and researchers who gather biennially in a Latin American or Caribbean country to share research and engage in collaborative endeavors with host country schools and universities. ICRSME was first conceived in 1983 by Dr. Arthur White of The Ohio State University, who had been involved in a number of initiatives involving his university and the United States Information Agency. ICRSME was established to:

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1. design, facilitate, and conduct research and development toward the improvement of science and mathematics teaching and learning,
2. develop academic exchange programs between universities in order to broaden the educational experiences of students and faculty,
3. act as an impetus in establishing ties between the local, state, and national educational associations in the participating countries,
4. identify the particular science and mathematics education needs and issues facing current and emerging under-represented populations in the participating countries and direct research and development to address those needs and issues, and
5. promote collaborative efforts among scholars in the participating countries.

The first consultation of ICRSME took place in 1986 in Port of Spain, Trinidad and Tobago and was organized by Dr. Arthur White, Dr. Juan Esquivel from the University of Costa Rica, and Dr. Pamela Fraser-Adber from the University of West Indies. In the 33 years that followed, there have been another 14 consultations:

II.	1987	San Jose, Costa Rica
III.	1991	Merida, Mexico
IV.	1992	San Juan, Puerto Rico
V.	1994	Concepcion, Chile
VI.	1996	Belize City, Belize
VII.	1998	Port of Spain, Trinidad and Tobago
VIII.	2000	San Jose, Costa Rica
IX.	2002	Panama City, Panama
X.	2004	Concepcion, Chile
XI.	2006	Nassau, Bahamas
XII.	2008	Quito, Ecuador
XIII.	2010	La Manzanilla, Mexico
XIV.	2014	Granada, Nicaragua
XV.	2019	San Jose, Costa Rica

These 14 ICRSME consultations were coordinated under the leadership of Dr. Arthur White and Dr. Donna Berlin of The Ohio State University and have included participants from over 27 countries representing more than 200 educational institutions. At each consultation, university professors, graduate students, and public-school teachers have the opportunity to share their particular knowledge of mathematics and science education and teacher preparation based upon their personal experiences and their research-based practices. For the last six conferences since 2002, presenters have been invited to submit a manuscript to be considered for publication in a book. These submissions were peer reviewed and those selected comprised chapters in the resulting books published by International Consortium for Research in Science and Mathematics Education, Columbus, OH:

2003	<i>Improving science and mathematics education: Insights for a global community</i>
2005	<i>Collaboration for the global improvement of science and mathematics education</i>
2006	<i>Global challenges and opportunities in science and mathematics education</i>
2010	<i>Promising practices to meet global challenges in science and mathematics education.</i>
2011	<i>Science and mathematics education: International innovations, research, and practices.</i>

2014 *Initiatives in mathematics and science education with global implications*

In 2019, at the fifteenth consultation in San Jose, Costa Rica, Drs. White and Berlin transitioned the responsibility for organizing the ICRSME consultations to us. We are honored to take on this role and to continue the vision of Art and Donna.

### Coming Changes

In our new leadership roles with EJSRME and ICRSME, we are pursuing a number of objectives that simultaneously enhance both entities and demonstrate the interconnectedness between the two. First, we have developed new branding (Figure 1). The globe is perfectly oriented to showcase the region in which ICRSME focuses its efforts. The letter C, with the globe inside, is designed to emulate a desk globe with stand and has become the logo for EJSRME connecting it to ICRSME. Additionally, as you see in this first issue published under the new editorship, the journal has a new look. Earlier this year, we brought Mr. Jonathan Crocker, doctoral student at Texas Christian University, on board as our Managing Editor. Jonathan has streamlined many processes in the review system and facilitated many of the aforementioned changes. We cannot express how thankful we are for his diligent work.

We are further strengthening the link between EJSRME and ICRSME through coordination between websites. We are developing a website for ICRSME that will streamline many practices such as submitting proposals and registering for consultations, sharing information about opportunities at consultations, and coordinating travel. We are close to finishing the editing and production of the forthcoming book of submitted chapters from the ICRSME XV consultation in Costa Rica; we expect to have it available in the first half of 2020. And, we are actively at work planning the sixteenth consultation of ICRSME, which will take place in spring of 2021 – more information to come soon.



Figure 1. New logos for ICRSME and EJSRME.

We are continuing to spread the news about the expanded scope of EJSRME. With the new editorship comes a new slate of [associate editors](#) in both science and mathematics education. In addition to associate editors, EJSRME is in need of article reviewers. If you would like to review for EJSRME, use this [link](#) to volunteer. Please also share this link with your colleagues and doctoral students who you believe would be good reviewers for the journal. EJSRME will be published four times a year, and we hope to have a fast turnaround from submission to final decision on manuscripts. With that said, we invite quality manuscripts about science and/or mathematics education and/or teacher preparation; submit your manuscripts [here](#).

### **Forging Ahead**

We cannot express how humbled we are to assume these leadership roles. EJSE/EJRSME and ICRSME have been engaged in improving science and mathematics education for decades through the efforts of many fine scholars. We are grateful for the trust that has been given to us, and we will do our best to live up to the responsibilities of these tasks. We are excited to see the collaboration between EJRSME and ICRSME develop. ICRSME seems like a perfect organization to be linked to EJRSME, and we truly hope that ICRSME participants will turn to EJRSME as a venue to publish their work. We similarly hope that scholars who have been involved with EJSE in the past will consider participating in ICRSME in the future and continue to share their research with EJRSME.