

A Reflection On The First Five Years Of EJRSME

Sarah Quebec Fuentes
Texas Christian University

Mark A. Bloom
Dallas Baptist University

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In March of 2019, we took over the executive directorship of the International Consortium for Research in Science & Mathematics Education (ICRSME). Several months later, Dr. Molly Weinburgh and Dr. Michael Kamen, former editors of the *Electronic Journal of Science Education (EJSE)*, proposed that *EJSE* become the flagship journal of ICRSME and its scope be expanded to include mathematics education. From that suggestion, *EJSE* became the *Electronic Journal for Research in Science & Mathematics Education (EJRSME)* and for the last five years, we have been the editors of *EJRSME*. In this, our last editorial, we reflect on our five-year tenure as editors and express our gratitude to the community of colleagues who have contributed to the evolution of *EJRSME*.

ICRSME and *EJRSME*

The mission of ICRSME centers on international collaboration in science and mathematics education:

The mission of the International Consortium for Research in Science and Mathematics Education (ICRSME) is the advancement of science and mathematics education in the participating countries. This mission is based on the premise that all peoples can benefit from the knowledge and experiences of their local, national, and international colleagues. ICRSME focuses on programs for development, innovation initiatives, and shared resource opportunities. (ICRSME, 2024, para. 1)

With ICRSME taking on the publication of *EJRSME*, the purview of the journal changed to reflect the mission of ICRSME:

EJRSME publishes manuscripts relating to issues in science/mathematics education and science/mathematics teacher education from early childhood through the university level including informal science and environmental education. *EJRSME* reviews original science and mathematics education manuscripts that report meaningful research, present research methodology, develop theory, and explore new perspectives and teaching strategies. (EJRSME, 2024, para. 1)

In our conversation with Dr. Donna Berlin, one of the founders and long-time organizer of ICRSME, she succinctly described the mission of ICRSME: “If I had to pick two words, it would be collaboration and sharing. That's what was the initial mission and goals” (Quebec Fuentes & Bloom,

2021b, p. 5). This foundation of collaboration and sharing has been extended to the work of *EJRSME* and is grounded in the idea of *communities of practice* (Quebec Fuentes & Bloom, 2021a).

Wenger et al. (2002) define communities of practice as “groups of people who share a concern, set of problems, or passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (p. 4). Wenger et al. (2002) elaborate further on the critical components of communities of practice: “a domain of knowledge, which defines a set of issues; a community of people who care about this domain; and the shared practice that they are developing to be effective on their domain” (p. 27). Under the auspices of ICRSME, the multiple stakeholders, who are involved with the publication of *EJRSME*, form a community of practice. Specifically, they form a community of people who are passionate about the domains of science, mathematics, and STEM education and who contribute to the publication of research, practitioner, and theoretical pieces that support the advancement of the aforementioned fields.

In communities of practice, “learning is viewed as distributed among many participants within the community in which people with diverse expertise (i.e., experts, novices, and those in between) are transformed through their own actions and those of other participants” (Buysee et al., 2003, p. 266). Dr. Berlin’s description of the efforts during ICRSME Consultations reflects this view of learning:

We were collaborating on research; we wanted to share the research. With the Consultations, we were able to share it to a wider audience. We were able to get feedback from other people as well and see what other people were doing related to what we were doing. Because it was research-based, it was all of benefit, really beneficial to all the people that were participating ... college and university [faculty], ... K-12 classroom teachers, ... graduate students. (Quebec Fuentes & Bloom, 2021b, p. 5)

EJRSME is another mechanism for learning in and enhancing the fields of science, mathematics, and STEM education. The various stakeholders contributing to the publication of *EJRSME* (e.g., authors, reviewers, Associate Editors, Copyeditors, and Editors) learn through and with one another as articles progress through the revision process. Such a process requires trust and respect as the *EJRSME* stakeholders communicate openly and critically (Palinscar et al., 1998; Wenger et al., 2002). Dr. Donna Berlin further explained the nature of interactions between ICRSME friends:

The special part of it, to me and I think for many other people, was the collegial and supportive relationships. Everybody was there to help everybody else to get tenure, to get things published, to do better research, do better writing ... that's the unique part of [ICRSME], everybody was really there to support one another. (Quebec Fuentes & Bloom, 2021b, pp. 3-4).

Similarly, we view the work of *EJRSME* through a *mentor mindset*, clearly articulating our mission and goals, valuing the work of authors and those who provide feedback to authors, and maintaining rigorous standards (Yeager, 2024). The support of our colleagues in their academic endeavors is achieved through trust and respect and is a hallmark of ICRSME and, in turn, of *EJRSME* as well.

Evolution of *EJRSME*

The publication of *EJRSME* involves a community of volunteers. When we took on the editorship of the journal, we built this community and streamlined the responsibilities of these volunteers. First, the journal has multiple editors, at least one responsible for all science education submissions and at least one responsible for all mathematics education submissions. Each editor works with a team of Associate Editors who are responsible for facilitating the review process for individual articles, including assigning each article to at least two reviewers. For a detailed account of

the publication process, see [Bloom and Quebec Fuentes \(2023\)](#). The change in scope and editorial structure required us to build and maintain teams of Associate Editors (with three-year terms) with expertise in science education or mathematics education. Early on in our tenure as editors, the COVID-19 pandemic occurred, causing difficulties in obtaining reviewers for articles in a timely manner (Flaherty, 2022). In response to this issue, we recently started to build an Editorial Review Board (ERB). Members of the ERB commit to regularly reviewing articles for *EJRSME* over a three-year period. These efforts continue.

In addition to the changes in journal focus, editorial team, and name, *EJRSME* was also transformed visually to align with ICRSME branding. In 2019, a graphic design student at Dallas Baptist University (DBU), Alex Stephens, worked with us to develop a prototype of the current ICRSME branding. Later, Dr. Jonathan Crocker, then a doctoral student at Texas Christian University (TCU), modified this early design to incorporate the current blue and green color scheme. The *C* in the ICRSME logo represents a desk globe and its stand with the globe highlighting the area of the world in which ICRSME Consultations are held (left side of Figure 1). The new partner logo for *EJRSME* incorporates both the color scheme and iconic *desk globe letter C* (right side of Figure 1).

Figure 1

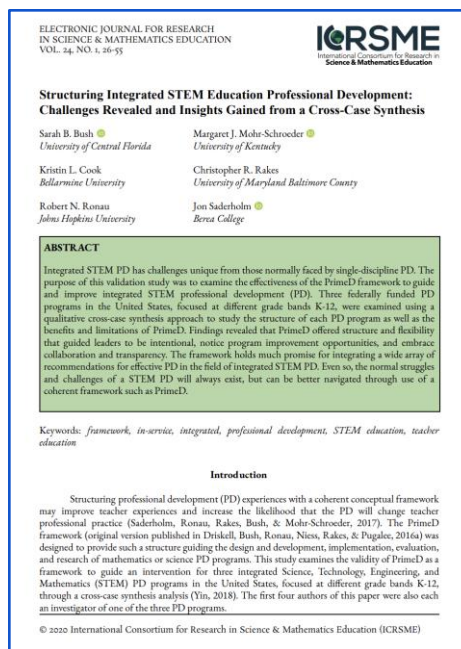
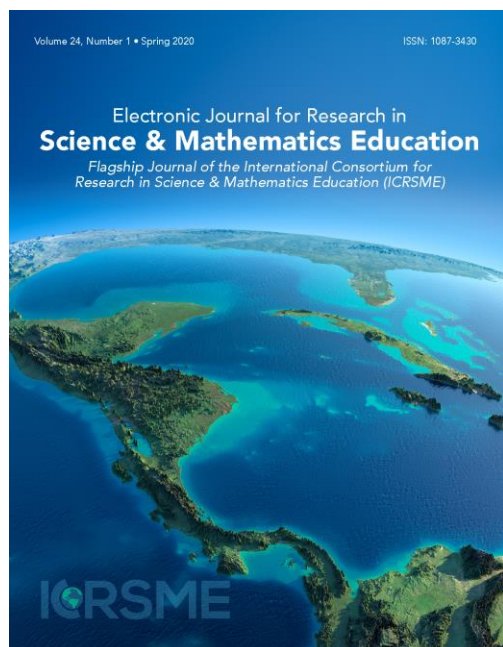
ICRSME and EJRSME Logos



The journal itself also received a facelift. The cover of the journal was redesigned by Dr. Dusty Crocker, Design Professor of Professional Practice at TCU, to reflect the new branding of ICRSME and *EJRSME*, emphasizing their connection (left side of Figure 2). Again, the background image of Earth focuses on the geographic region where ICRSME Consultations are conducted with Panama, the site of the first Consultation held under our directorship, prominently displayed. The interior of the journal was also reformatted with a new article template that includes the ICRSME logo and fresh font and color-scheme (right side of Figure 2). To complete the coordination between ICRSME and *EJRSME*, we created the [ICRSME website](#) and revised the [EJRSME website](#), [linking](#) the two.

Figure 2

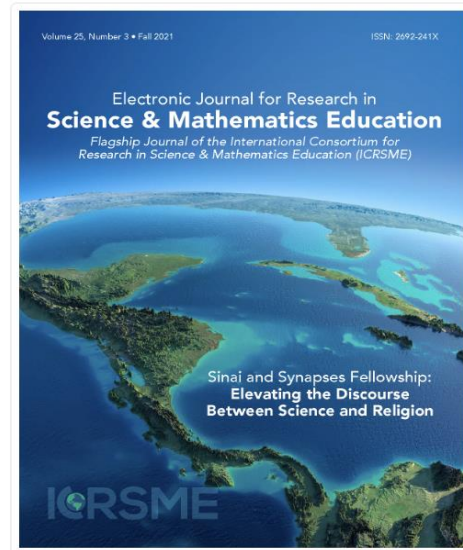
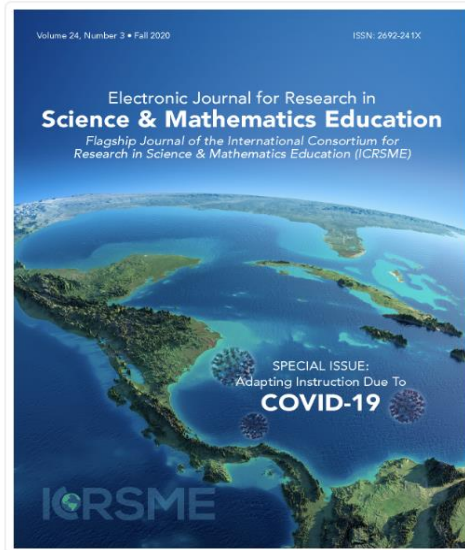
EJRSME Cover and New Article Template



We streamlined the publication timeline with four quarterly issues (Spring, Summer, Fall, and Winter) each typically containing five articles. Two categories of articles are accepted: Research/Empirical and Practice/Theoretical. The latter category opened an outlet for pieces that are not empirical yet align with the aforementioned revised scope and meet the standards of a rigorous peer-review process. We also facilitated the publication of three special issues. The first special issue stemmed from our quick response to the COVID-19 pandemic. We issued a call for shorter practitioner pieces through which educators shared how they transitioned their practice to virtual learning environments. The articles appeared across two issues of *EJRSME* in [Summer](#) and [Fall](#) of 2020 (left side of Figure 3). In [Fall](#) of 2021, Mark and guest editor, Dr. Ian Binns, published a series of articles, at the intersection of science and religion, authored by participants in the [Sinai and Synapses Fellowship](#) (right side of Figure 3). Finally, Dr. Jonathan Crocker served as guest editor for the third special issue ([Spring](#) 2023) on critical rhetorics in science and mathematics education. We invite you to consider serving as a guest editor for a special issue of *EJRSME*.

Figure 3

Covers for Two of the Special Issues



Expressing our Gratitude

As previously mentioned, the publication of each issue of *EJRSME* requires a community of colleagues who choose to dedicate their time and service to the journal. We use this last section of our final editorial to express our gratitude to these colleagues. First, we thank Dr. Molly Weinburgh and Dr. Michael Kamen, who had the foresight to see the potential of expanding the scope of the journal and merging it with ICRSME.

The process from article submission, through review, and then to publication would not function without a Managing Editor. Dr. Jonathan Crocker served as the first Managing Editor while he was completing his doctoral studies in Curriculum Studies at TCU. He learned the publication platform, designed the article template, and oversaw the logistics of bringing an issue to publication. We greatly appreciate how Jonathan paved the way for the daily operations and subsequent Managing Editors. The second Managing Editor was Dr. Morgan Jansing, who was also completing her doctoral studies in Science Education at TCU. She seamlessly transitioned to the role with Jonathan's support, learning the systems and continuing the charge of coordinating communications and article publication. We are especially grateful to Morgan for dedicating time beyond what was contracted to support the changeover to the new editorial team.

We appreciate the authors from around the world for choosing *EJRSME* as an outlet for their work, the foundation for the journal. The peer-review process of these articles is critical to maintaining the integrity of *EJRSME*. The Associate Editors oversee the review process for each article from soliciting and communicating with reviewers, synthesizing reviewer feedback, and making recommendations for publication. We recognize the three-year (or more) commitments of our mathematics education, science education, and statistics Associate Editors (Appendix A). In particular, we want to acknowledge the support of Dr. Robert Wieman, who also took on Editor responsibilities over the last year. Once an article is accepted, it is templated and copyedited. Dr. Audrey Meador has served and extended her service commitment as Copyeditor. We appreciate her dedication to *EJRSME* as well as her time and attention to detail. Of course, the peer-review process requires the time and energy of our colleagues in science and mathematics education. We thank the Editorial Review Board Members (Appendix B) and multitude of reviewers (Appendix C), who have contributed their expertise to provide thoughtful and constructive feedback on the manuscripts. Working together, all of these individuals support *EJRSME*'s contribution to the development of the fields of science, mathematics, and STEM education.

Finally, we express our gratitude to the new editorial team from the University of Oklahoma:

Dr. Kelly Feille, Science Education Editor
Dr. Jacob Pleasants, Science Education Editor
Dr. Richard Velasco, Mathematics Education Editor
Madison Morris, Managing Editor

This new team has volunteered their service to *EJRSME* for a five-year term. In fact, over the past year, they have already been working diligently in the transition. They have learned the publication system and processes, managed articles, continued to build the ERB, and taken lead on publishing the last two issues of this year's volume. We look forward to their innovation and creativity in these leadership roles as they also maintain the essence of ICRSME and *EJRSME*. Join us as we officially welcome and recognize the new editorial team.

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Appendix A
EJRSME Associate Editors Volume 24 Issue 1 to Present

Daniel Alston, *University of North Carolina at Charlotte*
 Ian Binns, *University of North Carolina at Charlotte*
 Lisa Ann Borgerding, *Kent State University*
 Stacey Britton, *University of West Georgia*
 Stephen R. Burgin, *University of Arkansas*
 Sarah Bush, *University of Central Florida*
 Malcolm B. Butler, *University of Central Florida*
 Danxia Chen, *Dallas Baptist University*
 Kelly Feille, *University of Oklahoma*
 Kimberly Figaro, *Dallas Baptist University*
 Heather Gallivan, *University of Northern Iowa*
 Kathryn Green, *Clark County ISD*
 Rita Hagevik, *The University of North Carolina at Pembroke*
 Hayat Hokayem, *Texas Christian University*
 Gabriela Jonas-Ahrend, *Paderborn University*
 Ravinder Koul, *The Pennsylvania State University*
 Stephanie Livers, *Missouri State University*
 Christopher S. Long, *University of North Texas*
 Erin Maher, *Georgia State University*
 Cherie McCollough, *Texas A&M University – Corpus Christi*
 James A. Mendoza Álvarez, *University of Texas at Arlington*
 Patricia Morrell, *University of Queensland*
 Suzanne Nesmith, *Baylor University*
 Samuel Otten, *University of Missouri*
 Matthew Perkins Coppola, *Purdue University Fort Wayne*
 Erin Peters-Burton, *George Mason University*
 Sara Salloum, *University of Balamand and Ohio University*
 Christine Schnittka, *Auburn University*
 Byung-In Seo, *Chicago State University*
 Julie Westerlund, *Texas State University*
 Robert Wieman, *Rowan University*
 Dawn Woods, *Oakland University*
 Xaio Xiangquan, *Pennsylvania State University*
 Ismail Zambat, *University of Glasg*

Appendix B
Editorial Review Board Members Volume 24 Issue 1 to Present

Franklin Allaire, *University of Houston-Downtown*
Piata Allen, *University of Auckland*
Reuben Asempapa, *Penn State Harrisburg*
Francesco Beccuti, *Cagliari State University*
Pavneet KaurBharaj, *California State University Bakersfield*
Kristen Brown, *Texas Christian University*
Mila Rosa Carden, *University of North Texas*
Manuella Carrijo, *Universidade Federal de Alfenas*
Praveen Chhikara, *University of Illinois at Urbana-Champaign*
Matthew Clay, *Fort Hays State University*
Amelia Cook, *University of Oklahoma*
Richard Cox Jr., *Winthrop University*
Yenealem Degu, *Kotebe University of Education*
Tamara Diaz Chang, *Universidad Austral de Chile*
Nur Banu Duran, *Middle East Technical University*
Elizabeth Forde, *State University of New York (SUNY) New Paltz*
Ryan Fox, *Belmont University*
Rachel Gisewhite, *University of Southern Mississippi*
Jenna Gist, *Purdue University*
Christopher Irwin, *Florida International University*
Benjamin Janney, *University of Utah*
Tonya Jeffrey, *University of Houston-Downtown*
Austin Jenkins, *Purdue University*
Cheryll Johnson, *Asbury University*
Delayne Johnson, *Delaware State University*
Bona Kang, *Ohio Wesleyan University*
Firdevs Iclcl Karatas Aydin, *Giresun University*
Young Rae Kim, *Texas A&M University-San Antonio*
Midhat Noor Kiyani, *McGill University*
Lindsay Lightner, *Washington State University Tri-cities*
Balagopal Madhu, *Regional Institute of Education (NCERT), Mysuru*
Mariam Makramalla, *New Giza University*
Kim Megyesi-Brem, *Claremont Graduate University*
Duncan Mhakure, *University of Cape Town*
Dana Morris, *University of Texas-Tyler*
Corey Nagle, *CT River Academy*
Tegan Nusser, *Bradley University*
Michael Odell, *University of Texas at Tyler*
Stephen Ofori, *Louisiana State University*
Albolfazl Rafiepour, *Shahid Babonar University of Kerman & Nord University*
Renata Rodrigues de Matos Oliveira, Seduc, *Universidade Federal de Minas Gerais*
Laurie Rubel, *University of Haifa Anchula S J Achari, University of Hyderabad*
Akash Saini, *University of Illinois Urbana-Champaign*
Wesam Salem, *University of Memphis*
Bima Sapkota, *The University of Texas Rio Grande Valley*
Laura Schisler, *Missouri Southern State University*

Rafikh Shaikh, *Tata Institute of Social Sciences*
Edgar Sintema, *Weizman Institute of Science*
Ozdemir Tiflis, *Minister of National Education*
Khahn Tran, *Purdue University*
Aana Wernberg, *Malmö university*
Christopher Yarkwah, *University of Cape Coast*
Sandra Zuniga Ruiz, *San José State University*

Appendix C
Reviewers Volume 24 Issue 1 to Present

Kenneth Adu-Gyamfi	Jenna Gist	Jennifer Oramous
Jair J. Aguilar	Carlos Nicolas Gómez Marchant	Do-Yong Park
Franklin Allaire	Gloriana González	Deniz Peker
Daniel Alston	David Alan Goodman	Dave Pinkerton
Tuyin An	Savannah Rae Graham	Jacob Pleasants
Christopher Anand	Stephen Gruber	Debra Plowman
Cynthia O. Anhalt	Emilie Hancock	Maia Popova
Elizabeth Arnold	Carlie Hanlon	Justin M. Pratt
Kennedy Ameyaw Baah	Michael Hast	Manoj Praveen G.
Yejun Bae	Patrick Herak	Gareth Price
Eleonor Regalado Basilio	Margret Hjalmarson	Sharon Price Schleigh
Engin Baysen	Christopher Irwin	Christopher Habunatalia Punzalan
Jennifer M. Bay-Williams	Paul C. Jablon	James Ritter
Cory Bennett	Carol Renee James	Kathryn Rupe
Robert Bennett	Benjamin Janney	Rachel Rupnow
Daniella Biffi	Michael Jarry-Shore	Wesam Salem
Ian C. Binns	Joanna Jauchen	Laura Schisler
Latanya Brandon	Tonya Jeffery	Meredith Schwendemann
Kristen A. Brown	Austin R. Jenkins	Ruthmae Sears
Sherri L. Brown	Rachelle Johnson	Byung-In Seo
Faye Bruun	Lee Kenneth Jones	Rafikh Shaikh
Elissa Bryant	Theresa Jorgensen	Mohammed Nader Shalaby
Lori Burch	Royda Kampamba	Joe Shane
Sarah B. Bush	Bona Kang	Kristen Shelton
R. Cavender Campbell	Hasan Ozgur Kapici	Minsuk K. Shim
Amber G. Candela	Dieuwertje Kast	Doras Sibanda
Mila Rosa Librea Carden	Andrew Kercher	Michael Skoumios
Stacey Carpenter	Candace King	Demetrice Smith-Mutegi
Manuella Carrijo	Midhat Noor Kiyani	Alex T. St. Louis
Matthew Clay	Yi-Yin Ko	Stasinos Stavrianeas
Kimberly A. Conner	Aina Jacob Kola	Samantha Strachan
Megan Powell Cuzzolino	Ravinder Koul	Karthigeyan Subramaniam
Rosalie DeFino	Abdullah Kurudirek	Patrick Lane Sullivan
Yenealem Ayalew Degu	Barbara G. Ladewski	Gladys Sunzuma
Jayme Kelly Del Mario	Ryan Villafuerte Lansangan	Michael Svec
Hasan Deniz	Bethany LaValley	James Swart
Siddhi Desai	Heather Lavender	Adem Tasdemir
Andrea Drewes	Min Jung Lee	M. O. Thirunarayanan
Ümit Duruk	Shana Lee	Amanda Thomas
Daniel Edelen	Luis A. Leyva	William R. Thornburgh
Belinda Edwards	Rubylito Castro Luchavez	Erik Tillema
Mark Enfield	Yanping Ma	Regina E. Toolin
Barry Farris	Balagopal Madhu	Khanh Tran

Christelle Fayad
Markus Sebastian Feser
Lindsey Fields
Kimberly Figaro
Katherine Fogelberg
Ryan Fox
Adronisha Frazier
Jennifer Kreps Frisch
Lois George
Ihsan Ghazal
Puneet Singh Gill
Brent Gilles
Rachel Gisewhite

Eryn M. Maher
Mariam Makramalla
Robert B. Marsteller
Lloyd Mataka
Kim Megyesi-Brem
Alesia Mickle Moldavan
Alena Moon
Dana Morris
Jackson Moss
Donna Mullenax
Corey Edward Nagle
Jill Newton
Tegan Nusser

Stacy Vasquez
Richard Velasco
Stephanie Wallace
Mariah Warren
Sandy White Watson
Trena L. Wilkerson
Craig J. Willey
Dawn Woods
Gary W. Wright
Elizabeth Wrightsman
Lin Xiang
Song Xue
Christopher Yarkwah
Lili Zhou