



TABLE OF CONTENTS

●	Description	p.1
●	Abstracting and Indexing	p.2
●	Editorial Board	p.2
●	Guide for Authors	p.4



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DESCRIPTION

The Journal of Mathematical Behavior solicits original research on the **learning** and **teaching** of **mathematics**. We are interested especially in basic research, research that aims to clarify, in detail and depth, how mathematical ideas develop in learners. As our founding editor, Robert B. Davis, wrote in 1980:

Scientific study is supposed to be a no-holds-barred attempt to identify key phenomena, and by building conceptual structures and collecting data, to explain and understand these phenomena.1

Over three decades, our experience confirms a founding premise of this journal: that mathematical thinking, hence **mathematics learning** as a social enterprise, is special. It is special because mathematics is special, both logically and psychologically. Logically, through the way that mathematical ideas and methods have been built, refined and organized for centuries across a range of cultures; and psychologically, through the variety of ways people today, in many walks of life, make sense of mathematics, develop it, make it their own. Historically, this journal has sought and welcomed papers that develop detailed, fundamental understanding of how people, in realistic settings, build, retain, communicate, apply and understand important mathematical ideas.

Our intended audience includes researchers who concentrate on the learning of mathematics and science, psychologists, mathematicians, cognitive scientists, teachers, teacher educators, curriculum developers, parents, administrators, and policy makers.

On this basis, we especially encourage basic studies that might indicate a range of possibilities not commonly recognized. Such studies might clarify potential obstacles to student understanding of mathematics; describe and analyze relevant efforts to improve curriculum or pedagogy in mathematics, at any level, from early childhood through adulthood; offer analyses of appropriate goals for mathematics curricula for diverse student populations; and critically discuss what might be changed in curricula or in learning experiences.

In addition to more formal studies, the editors welcome dialogue, discussion, and debate. We encourage authors to [submit](#) short papers that continue, extend, modify, or challenge work that has appeared in *JMB*.

Our hope is to facilitate important progress. In Davis' words:

*Manuscripts are accepted primarily because they report something important, and because they will prove valuable to many readers.*²

¹ Journal of Mathematical Behavior, Vol. 3, No. 1, p. 211

² Ibid., p. vi.

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