

# STRENGTHENING MENTORSHIP IN MATHEMATICS EDUCATION PUBLISHING

Janet Walkoe<sup>1</sup>; Thorsten Scheiner<sup>2</sup>; Karin Brodie<sup>3</sup>; Lisa Darragh<sup>4</sup>; Anjum Halai<sup>5</sup>;  
Núria Planas<sup>6</sup>; Despina Potari<sup>7</sup> & Manuel Santos Trigo<sup>8</sup>

<sup>1</sup>University of Maryland, USA; <sup>2</sup>Free University of Berlin, Germany; <sup>3</sup>University of the Witwatersrand, South Africa; <sup>4</sup>The University of Auckland, New Zealand; <sup>5</sup>The Aga Khan University, Pakistan; <sup>6</sup>Universitat Autònoma de Barcelona, Spain; <sup>7</sup>National and Kapodistrian University of Athens, Greece; <sup>8</sup>Centre for Research and Advanced Studies, Cinvestav-IPN, Mexico

*Equity, diversity and inclusion (EDI) in academic publishing remain critical challenges in mathematics education research. This PME Working Group focuses on strengthening mentorship structures to support scholars in navigating the academic publishing process. Participants will explore mentorship models, develop structured guidelines for advisory support, and propose actionable strategies for a more inclusive publishing landscape. Through collaborative discussions, we aim to advance EDI initiatives in mathematics education publishing and develop sustainable mentorship.*

## BACKGROUND, RATIONALE AND STRATEGY

Academic publishing in mathematics education is characterised by systemic inequities that disproportionately affect scholars from underrepresented regions, particularly those who publish in English-medium journals. Challenges such as linguistic barriers, limited institutional support, and the dominance of Global North perspectives contribute to the exclusion of diverse voices in the field (Darragh et al., 2024). Our previous work, including an ICME-15 Discussion Group (Brodie et al., 2024), examined these challenges and explored solutions. The discussions underscored the need for structured mentorship programs that help (emerging) scholars navigate the complexities of academic writing, peer review, and international publishing norms.

In response to these concerns, initiatives such as the advisory mentoring system within the Journal of Mathematics Teacher Education have sought to support scholars by providing guidance on manuscript preparation and publication processes (see Scheiner et al., 2024). However, these efforts remain fragmented and require further refinement and expansion. Building on discussions initiated at ICME-15, this Working Group offers PME participants to engage in a critical and action-oriented discussion on EDI-focused mentorship in academic publishing. Through collaborative exchange, this initiative seeks to enhance mentorship practices in mathematics education publishing; strengthen support structures for scholars from underrepresented regions; and develop recommendations for fostering inclusive academic publishing practices.

The primary goal of this Working Group is to advance EDI in mathematics education research publishing by strengthening mentorship structures. Specifically, we aim to:

- (a) Identify key challenges faced by scholars from diverse world regions in publishing mathematics education research;
- (b) Exchange best practices in mentorship, exploring existing models of support for scholars navigating the academic publishing process;
- (c) Develop structured guidelines for regional mentorship that address barriers related to language, institutional support, and navigating peer review processes; and
- (d) Propose follow-up initiatives (e.g., regional advisory programs) to sustain and expand mentorship efforts in our research community.

## **PROPOSED STRUCTURE AND PARTICIPANT ENGAGEMENT**

### **Session 1 (90 minutes) – Understanding Challenges and Sharing Insights**

1. Welcome and Introductory Presentation (20 min) – Overview of the Working Group’s goals and insights into the main challenges in academic publishing.
2. Breakout Group Discussions (40 min) – Participants discuss specific challenges related to EDI-focused mentorship in mathematics education research publishing.
3. Synthesis and Reflections (30 min) – Groups report back, identifying common themes and preliminary recommendations.

### **Session 2 (90 minutes) – Co-Constructing Solutions and Future Directions**

1. Refining Recommendations (30 min) – Groups work collaboratively to finalise mentoring guidelines for supporting (emerging) scholars in publishing.
2. Action Planning (30 min) – Participants co-develop concrete follow-up initiatives (e.g., mentorship networks, journal initiatives, collaborative research projects).
3. Final Reflections and Closing (30 min) – Summary of key takeaways, commitments for follow-up, and opportunities for continued engagement beyond PME.

## **References**

- Brodie, K., Darragh, L., Halai, A., Planas, N., Potari, D., Santos Trigo, M., Scheiner, T., & Walkoe, J. (2024). *Promoting equity, diversity, and inclusion in publishing mathematics education research*. Discussion Group at the International Congress on Mathematical Education. Sydney, Australia.
- Darragh, L., Brodie, K., Halai, A., Planas, N., Potari, D., Santos-Trigo, M., Scheiner, T., & Walkoe, J. (2024). Publishing mathematics education research in English: amplifying voices from the field. *Journal of Mathematics Teacher Education*, 27(5), 857–878. <https://doi.org/10.1007/s10857-024-09659-x>
- Scheiner, T., Brodie, K., Planas, N., Darragh, L., Halai, A., Potari, D., Santos-Trigo, M., & Walkoe, J. (2024). Addressing equity, diversity and inclusion in academic publishing: key initiatives from JMTE. *Journal of Mathematics Teacher Education*. <https://doi.org/10.1007/s10857-024-09636-4>