

A shared home for STEM education research: EJMSTE's next chapter

Philipp Bitzenbauer^{1*} 

¹ Institute of Physics Education Research, Leipzig University, Leipzig, GERMANY

INTRODUCTION

The *Eurasia Journal of Mathematics, Science and Technology Education* (EJMSTE) brings mathematics, science, and technology education into a shared conversation. These fields have distinct questions, research traditions, and communities, but they also share concerns: how learners develop understanding, how teachers support that development, and how educational opportunities are shaped by different contexts. Research rooted in one field can therefore raise questions and offer insights that matter in another. A study of classroom reasoning in physics, for example, may offer a mathematics educator a new perspective on how students develop and justify explanations. We want EJMSTE to make such exchanges possible while respecting the disciplinary knowledge and contexts on which individual contributions depend. In this editorial, we review the 824 contributions published in EJMSTE between 2021 and 2025 to inform our vision for the journal's future.

Over these five years, annual output increased from 130 to 198 contributions, while the journal continued to publish twelve issues each year. We thank the authors who entrusted us with their work, the reviewers who gave their time and expertise, and the editors who helped research reach its readers.

A RECOGNIZABLE IDENTITY, WITH ROOM FOR EXCHANGE

Mathematics education accounts for 372 contributions (45.1%) in the five-year period, and science education and its constituent disciplines for 275 (33.4%). The remaining 79 contributions (9.6%) fall into the other categories shown in [Figure 1](#). Another 98 contributions (11.9%) address integrated or explicitly cross-disciplinary STEM education, while contributions in this category increased from nine in 2021 to thirty in 2025 ([Figure 1](#)): This pattern describes a journal with both continuity and an expanding interdisciplinary presence.

DIFFERENT APPROACHES TO SHARED EDUCATIONAL QUESTIONS

Quantitative and qualitative studies form the core of the journal's research, complemented by mixed-methods studies, theoretical and conceptual contributions, and reviews ([Table 1](#)). This range is important because numerical comparisons can establish patterns in learning and participation, close analyses of classroom dialogue can illuminate how an explanation develops, mixed-methods studies can connect such perspectives, theoretical work can clarify the concepts behind our questions, and reviews can place individual findings in a wider body of evidence.

Methodological diversity carries an editorial responsibility: A contribution deserves to be assessed through the relationship between its question, its evidence, and its claims. A small, carefully examined classroom study can make a meaningful contribution, as can a large comparative study. We want authors from different research traditions to recognize that their work has a place in EJMSTE, and readers to find the reasoning behind that work clear enough to assess and use.

AN INTERNATIONAL COMMUNITY WITH DIFFERENT EXPERIENCES

Across these contributions, authors' affiliations span 95 countries, and 228 contributions (27.7%) list affiliations in more than one country or territory. Indonesia, South Africa, and Spain are among the most frequently represented locations. This geographical breadth matters because educational questions are asked within particular languages, curricula, institutions, and social circumstances. A finding acquires meaning through those circumstances, including the conditions under which teaching takes place and the opportunities available to learners. International exchange gives readers access to educational experiences beyond their own and makes those conditions visible. As editors, we therefore have a responsibility to support communication across these communities: Readers need enough context to understand a study's significance,

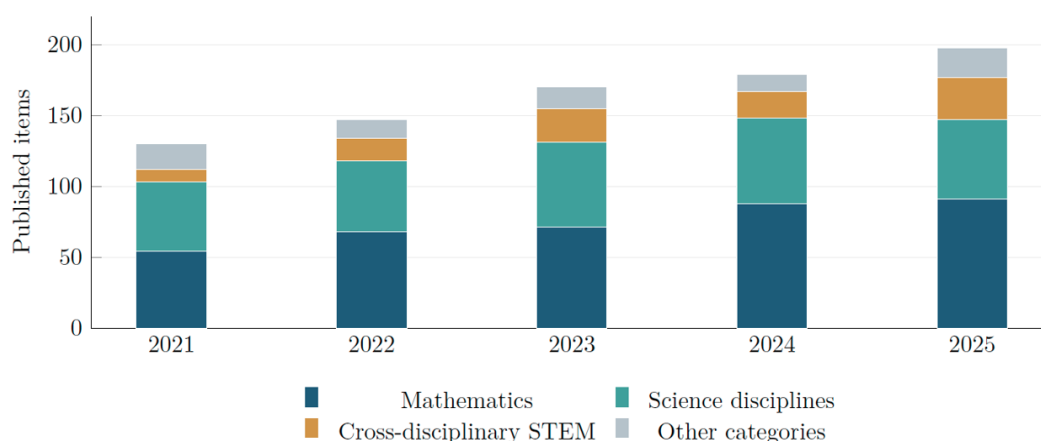


Figure 1. EJMSTE contributions published in 2021-2025, grouped by primary subject (Science includes general science and the individual science disciplines. Other categories include computing, engineering/technology, educational technology, general/other education, and editorial/correction items) (the author's own elaboration)

Table 1. Research approaches of contributions published in 2021-2025

Research approach	2021	2022	2023	2024	2025	Total	Percentage (%)
Quantitative	48	63	79	70	66	326	39.6
Qualitative	46	43	47	48	60	244	29.6
Mixed methods	18	21	12	20	33	104	12.6
Theoretical/conceptual	4	5	1	4	2	16	1.9
Review	13	13	30	37	35	128	15.5
Other contributions	1	2	1	0	2	6	0.7
All contributions	130	147	170	179	198	824	100

Note. Categories describe primary research approaches, distinct from the publisher's article-type labels; Percentages refer to all 824 contributions; The six other contributions comprise editorials, interviews, technical note, and erratum

while authors need a fair hearing for questions and approaches that may be less familiar to a reviewer. Clear expectations and constructive, respectful feedback are central to the editorial culture we want to strengthen.

This commitment also takes shape through partnerships with scientific associations. In 2026, EJMSTE published a special issue on *Teaching and Learning Quantum Physics* featuring selected papers from the International Research Group on Physics Teaching (GIREP) 2025 conference.¹ A further special issue, bringing together selected papers from the GIREP 2026 conference, will follow in 2027.² These initiatives connect conference exchange with published research and strengthen the journal's ties with the European physics education community. We are proud to be a reliable partner for GIREP and for the authors who entrust us with their work.

RESPONDING TO CHANGE WHILE KEEPING EDUCATION IN VIEW

AI- or machine-learning-related terminology became more visible in the publication record, appearing in the titles or author keywords of one contribution in 2021 and sixteen in 2025. At the same time, teacher education and

professional learning feature in 158 contributions over the five-year period, while affect, identity, and motivation feature in 142. These overlapping themes connect emerging technologies with enduring questions about teachers' work and learners' experiences.

Examples include contributions on AI in assessment and ChatGPT in mathematics education (Owan et al., 2023; Wardat et al., 2023). For us as editors, the central questions concern their educational significance: How do these technologies change what learners need to understand? How do they reshape teachers' work, assessment, and the role of subject knowledge? We want the journal to support research whose educational insights remain useful as individual technologies change.

THE NEXT CHAPTER

Our priorities are to make connections across STEM education more visible, strengthen exchange among international communities, and maintain a research culture in which different approaches receive thoughtful and rigorous consideration. We want readers to encounter both work close to their own expertise and work that gives them a reason to look beyond it. Making

¹ <https://www.ejmste.com/home/teaching-and-learning-quantum-physics>

² <https://www.ejmste.com/home/laboratory-based-teaching-in-physics>

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