

Editorial

The journal's co-operation with Royal Danish Library is progressing. From now, all old articles are available with open access at tidsskrift.dk. In addition, all editorial work – the submitting of articles, communication between editors and authors, as well as reviewers, etc. – is conducted via the platform tidsskrift.dk. All articles can also be found at ncm.gu.se/nomad. The editors are very happy with the transformation of to the new platform.

The editorial group of Nomad consists of scholars from Denmark, Finland, Norway and Sweden. In order to maintain continuity, editors normally hold their post for around four years and are replaced one at a time. The latest change, however, is due to the retirement of Johan Häggström. He is replaced by Andreas Eckert. Andreas will act as both editor and managing editor. We welcome Andreas to the editorial group and are looking forward to working with him.

Best paper award 2024

For the fourth time the Nomad Best paper award was presented in June at the NORMA 24 conference in Copenhagen. The prize is awarded to a paper published in NOMAD in the three-year period before the conference. The editors nominate one paper each and the editorial committee functions as the final jury. This time the award was given to Inger Eriksson, Jenny Fred, Anna-Karin Nordin, Martin Nyman and Sanna Wettergren for the article Tasks, tools, and mediated actions – promoting collective theoretical work on algebraic expressions published in no. 26 (3-4), 2021. The editors congratulate the authors to a well-earned prize.

Previous winners of the award can be found at ncm.gu.se/nomad-best-paper-award

Thematic issue 2027

The thematic issue for 2027 is set to be Algebraic practice in classrooms and beyond. To meet the needs of the 21st century societies it is necessary to change the nature of algebra teaching. Challenges such as climate

change and pandemics require understanding of patterns of growth and change of complex systems, and engaging in public discourse about these challenges requires the ability to argue in general terms about abstract quantities. Algebra is the area of mathematics focusing on generalization, but for many people, school algebra consists of rearranging strings of symbols according to rules, without developing the ability to reason with generalizations. There is a need for approaches to algebra learning and teaching that develop the ability to use generalizations to describe, analyze and solve problems in real life, as well as within mathematics, an ability we call "algebraic practice". A link to the Call for papers can be found [here](#) or in *Nordic Studies in Mathematics Education*, 29(3-4), 147–148.

Workshop for doctoral students 2025

NOMAD and the National Centre for Mathematics Education (NCM) at the University of Gothenburg arrange an annual one-day workshop on how to write an article for NOMAD, for doctoral students and newly graduated researchers from the Nordic and Baltic countries. The next workshop takes place June 3, 2025 at NCM in Gothenburg. The full invitation and tentative program can be found [here](#).

In this issue

In the paper *Investigating differentiation: exploring the impact of task difficulty labelling on students' mathematics performance*, the authors investigated the effects of difficulty labelling on students' performance, providing valuable insights into how students may react when informed about the difficulty level of different mathematical tasks. Based on their findings, the authors advice caution when labelling tasks as difficult as it may affect students' performance.

Haavold's study investigates and compares textbooks from Finland and Norway targeting compulsory school. Haavold conducted analyses both on macro and micro levels to study and compare the mathematical topics covered in the textbooks and the mathemaical ideas and their accompanying tasks, including the cognitive level they target. Haavold found that both textbooks align with a teacher-focused and deductive style of teaching and required little cognitive demand. Despite such similarities, the study found substantial differences among the two textbooks, which Challenge the otherwise widespread assumption that Education in the Nordic countries are embedded whitin similar cultures.

In his paper, Blomberg reports on an educational design research study focusing on statistical inference for pre-service teacherd. Based on the study, the study develops a design principle with three sub-components, which can help traditional teacher training to include statistical inference in PD courses. Blomberg also stresses that his study could inform future curriculum developments and give direction of how to address inferential statistics which has become an important concept for students to learn.

Winnberg reports on an explorative qualitative study on student-tool interaction in spreadsheets in an assessment context. Based on observations and subsequent interviews of students aged 15 years of age, Winnberg shows how technical difficulties in their interaction with the spreadsheets bring Challenges for students in solving tasks, although they conceptually understands it. Winnberg highlights the importance of acquainting students with spreadsheets before using it as part of assessment.

Thanks to authors and reviewers

The editors wish to thank all authors for submitting papers to Nomad. We also wish to thank our reviewers. The production of Nomad would not be possible without your contributions. We are sincerely grateful to all for their continued engagement, in spite of a heavy workload for many of us. Below we present a list of all reviewers of manuscripts for which a decision was made during 2024.

The editors

List of reviewers

Jonas Jäder
Jan Olsson
Andreas Ryve
Yvonne Liljekvist
Eva Norén
Jenny Green
Gloria Gonzalez
Joakim Samuelsson
Carlos Segura
Rob Wieman
Raimundo Elicer
Lennart Rolandsson
Éva Fulöp
Lovisa Sumpter
Anna Pansell
Ola Helenius
Camilla Norman Justness

Fransesca Granone
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Markus Harkoniemi
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Hanna Fredriksson
Vaiva Graubaskien
Lynn English
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Ingeborg Lid Berget
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Jessica Elofsson
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Dorte Moeskjær Larsen
Andreas Ebbelind
Ulises Salinas