

## PREFACE

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This issue of the FMSERA Journal includes articles based on the presentations at the 39th annual symposium of the Finnish Mathematics and Science Education Research Association (FMSERA). The aim of the annual FMSERA symposia is to promote collaboration in mathematics and science education between researchers in Finland as well as to strengthen links between researchers in Europe and similar communities elsewhere. The 2022 symposium was organized on November 3rd to 4th by the Faculty of Education and Welfare Studies at Åbo Akademi University in Vaasa. The approximately 40 participants represented a total of seven universities. The invited keynote lecturers were associate professor Terhi Mäntylä from the University of Jyväskylä, Finland, and professor Núria Planas from the Autonomous University of Barcelona, Spain. In her talk the first day Terhi discussed the nature of a physics teacher's subject knowledge as well as the processes of learning physics concepts and conceptual change that a pre-service physics teacher is experiencing when solving conceptual inquiry tasks in pairs or small groups. On the second day of the symposium Núria presented insights into mathematics education research on language and on communication, with a focus on challenges posed by the common lack of distinction between language and communication across sites of practice.

Of the 24 presentations at the symposium, five are published as articles in this issue. As chair of the symposium, I want to express my gratitude to the presenters and authors for their contributions. All the submitted papers have undergone peer review, which follows the peer review recommendations of the Federation of Finnish Learned Societies. This requires the contribution of volunteer experts, and I would like to warmly thank you all who participated in the peer review. I also want to thank Åbo Akademi as well as Stiftelsen för Åbo Akademis forskningsinstitut and Svensk-Österbottniska Samfundet for all the support in organizing the symposium.