

Editorial

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At the occasion of this editorial for the second volume of issue 44 of the journal, we would like to share some reflections with you, concerning the past few years. Since 2021, we have successfully published three issues per year, each containing three papers. This will not be the case for 2024, as only two issues of this volume will be released during the calendar year. These difficulties are due to a slow review process, which mainly stems from the excessive workload of all the members of the didactics community to whom we appeal for this task. Despite these challenges, the reviewers do an outstanding job, one that is essential but insufficiently recognized. For issues 41, 42, and 43, a total of 101 reviewers assessed at least one article, and some reviewed two or even three articles, each with at least two versions to read a second time, and as many further reports to write.

A positive aspect is the international appeal of the journal. Among the 43 authors who published in issues 41, 42, and 43, thirteen are based outside of France, accounting for nearly one-third. In this volume, alongside a paper by the French author Elann Lesnes, there are two papers originating from North America: one by Virginie Houle and Isabelle Atkins from Quebec and another by Bárbara M. Brizuela, Mónica Alvarado, and Susanne Strachota from the United States and Mexico.

Elann Lesnes presents part of the findings from his dissertation, defended in 2021, on middle school students' entry into deductive reasoning in geometry. He proposes a didactic model to describe the knowledge, student activities, tasks, and learning pathways, a model which is notable for being implementable in a digital learning environment.

Virginie Houle and Isabelle Atkins revisit the concept of the didactic and ludic contract introduced by Nicolas Pelay to examine how the collaborative or competitive aspects of mathematical games used by remedial educators influence the engagement and learning of underperforming students. They also demonstrate, through four case studies, that the impact of a gain on learning differs depending on whether it is due to chance or a student's decision.

The paper by Bárbara M. Brizuela, Mónica Alvarado and Susanne Strachota, written in English, explores how structuring the problem-solving space using a table (two columns and several rows) supports the resolution of arithmetic problems in the additive domain, categorized according to Vergnaud's framework. Their study of 45 students from grades 1 to 3 shows that the use of tables encourages more students to clarify the structure of the problem and the roles of the quantities involved (state or transformation). While tables do not impact success in solving transformation problems, they appear to improve performance on challenging problems involving the composition of transformations.

Happy reading!