

To whom it may concern

With this letter, I would like to strongly support the position of the Italian Association in Mathematics Education (Associazione Italiana di Ricerca in Didattica della Matematica) concerning the evaluation criteria proposed by the MIUR for research in mathematics education.

I have been editor-in-chief of the leading research journal in our domain (*Educational Studies in Mathematics*) and I am a member of the editorial board of five other research journals. Most of these journals are not evaluated at all by the statistical indices such as ISI Thomson Reuters, and some have just recently been included. Because only 3 mathematics education journals are being evaluated, few citations are registered, since most citations are in journals that are excluded. Therefore citation indices are an inaccurate and useless tool for evaluating research in mathematics education.

As member of the Committee for Education of the European Mathematical Society, I know that this Society as well as ERME (the Society for European Research in Mathematics Education) support the same position. These two societies have collaborated in carrying out a ranking of mathematics education research journals based on expert opinion, similar to what the European Science Foundation (ESF) and HERA (Humanities in the European Research Area) are doing with their European Reference Index for the Humanities (ERIH). The ranking of mathematics education research journals is scheduled to be published in the December 2012 issue of the Newsletter of the European Mathematical Society.

In addition, let me mention that I have been an evaluator of research projects for MIUR for several years, most recently in 2012. I am also evaluating research project for national bodies in other countries including Canada, Germany and, of course, my own country, Israel. Several of the Italian project proposals I have been asked to evaluate are of the very highest scientific quality, and in order for Italy to remain internationally leading among the countries in which research in mathematics education is active, it will be necessary to fund such Italian mathematics education research appropriately in the near future.

Sincerely,



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