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A Note from the Editor

Dear TME Readers,

I would like to present the final issue of Volume 15 of *The Mathematics Educator (TME)*. It was fifteen years ago when a group of nine seminar participants created the first *TME* publication. With the support of the Mathematics Education Student Association and the Department of Mathematics Education at the University of Georgia (UGA) these students laid the foundation for what is now a nationally and internationally known mathematics education journal.

The growth that *TME* has experienced over the past fifteen years is noteworthy. First and foremost, the *TME* readership and submission rates have increased each year. To keep up with this growth and to make the journal more accessible to a wider range of readers, *TME* moved to an online format in 1998. Recently, *TME*'s website was revamped in order to provide easier access to all of *our* previous issues. As a final note with regard to the growth of *TME*, I want to acknowledge the publication of our first monograph issue this year. Similar to the first publication of *TME*, the monograph was the result of a seminar developed by UGA graduate students; and the monograph on equity was the result of their endeavor to share their thoughts with the larger mathematics education community about critical issues within mathematics education.

This issue keeps with the *TME* tradition of publishing articles with diverse views from university faculty members, graduate students, and practicing teachers about a range of topics. Andrew Izsák—a faculty member at UGA and a winner of an Early Career Publication Award from the American Educational Research Association's Special Interest Group on Research in Mathematics Education—kicks off the fall issue with a guest editorial in which he highlights his perspective about framing research studies. The second piece, by Mine Isiksal, poses a question about the effects that gender and year in a teacher preparation program have on pre-service mathematics teachers' performance and mathematical self-efficacy. In the third piece, Patricio Herbst, Gloriana Gonzalez, and Michele Macke bring to light some of the reasons that students have difficulties with definitions and present a game that has the potential for improving student understanding. In the fourth piece, Jon R. Star and Amanda Jansen Hofmann report on a comparative study investigating students' epistemological conceptions of mathematics. The final piece, written by Rongjin Huang and Frederick K. S. Leung, presents a case study of a Chinese mathematics classroom in which they explore the ideas of teacher-centered and student-centered classrooms. In their invited article, they push the mathematics education community to reconsider what constitutes a student-centered classroom.

I hope that my brief descriptions of the articles published in this issue spark your interest to read further. I also encourage readers to consider contributing to *TME* by reviewing manuscripts, submitting manuscripts, or by joining our editorial team. Finally, I wish to thank the many contributors of this particular issue and the authors and editors who have worked conscientiously and diligently to prepare articles that provoke interest and thought.

Sincerely,

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About the cover

Cover artwork by Thomas E. Ricks. The Triumph of 15 Years and Counting...

For questions or comments, contact: tomricks@uga.edu

Triumph of 15 Years celebrates the 15th consecutive year of publication for this journal. It is an artistic acknowledgment of the tremendous cooperation, dedication, and commitment of the many people involved in its success. *TME* is entirely the result of volunteer effort. Producing and maintaining a rigorously peer-reviewed journal is no small task, and the artist wishes to congratulate the contributors, reviewers, editors, and other personnel involved in its successful germination and continued growth.

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