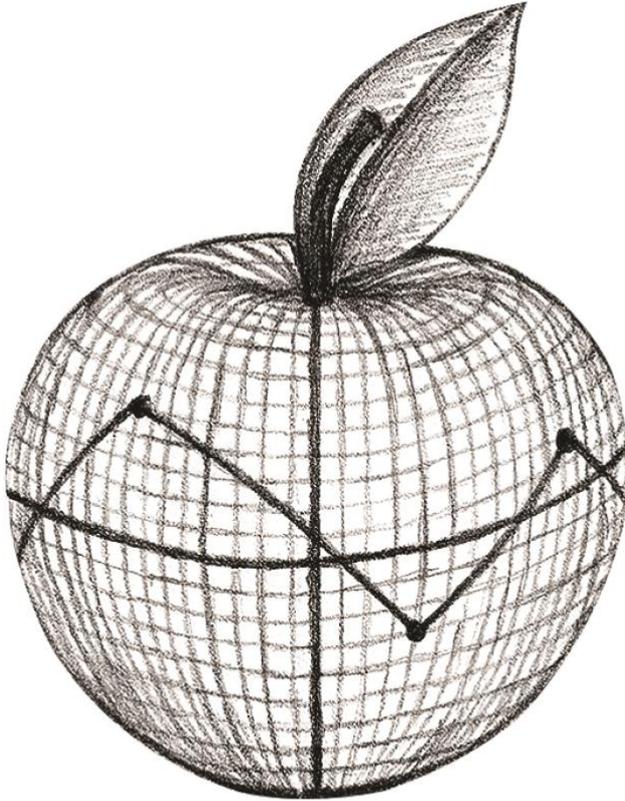


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**THE
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A Note from the Editors

Dear *TME* readers,

On behalf of the editorial staff and the Mathematics Education Student Association of the University of Georgia, we are delighted to introduce the first issue of Volume 27 of *The Mathematics Educator*.

In this issue the authors explore important issues in mathematics education. Kosko and Singh present an important assessment they designed for measuring the multiplicative sophistication of elementary students' reasoning with a bars model. In their review and interpretation of neuroscience studies, Andy Norton and his colleagues provided a new sense of mathematical embodiment by emphasizing the role of the hand in constructing mathematical objects through activity. Relatedly, they provided broad implications for mathematics instruction using manipulatives.

TME continues to build its reviewer base and is looking for new reviewers' perspectives. If you are interested, please register as a reviewer on our website: tme.coe.uga.edu.

We hope you enjoy this issue as much as we have enjoyed putting it together. Thank you especially to our authors for their contributions to the field. Also, a big thank you to our associate editors for working with the authors in preparing the articles for publication. Finally, we appreciate all of the reviewers for taking the time to help *TME* grow as a journal.

Best regards,

Halil Ibrahim Tasova and Brandon K. Singleton

Cover by Keith Przybyla-Kuchek

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