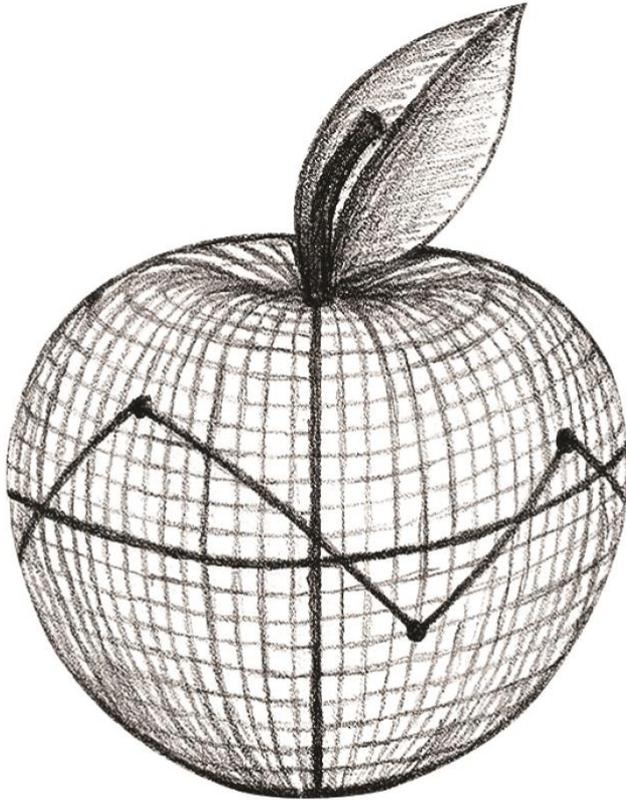


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**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 28 of *The Mathematics Educator*.

In this issue the authors explore important issues in mathematics education. Karen Zwanch examines the mathematical concepts and psychological mechanisms that contribute to students' understanding of conditional probabilities and independent events. Her preliminary genetic decomposition can inform instruction and future research.

Ana Kuzle extends existing scholarship on metacognition by adapting an interview method for second graders consisting of action cards. Her evidence suggests young students' varied use of metacognition and raises new questions about the observation and cultivation of metacognition.

Ginger Rhodes, Allyson Hallman-Thrasher, and Kyle T. Schutz examine participants' experience in a professional development for teacher developers. Four focus cases illustrate how one's professional vision can affect one's mindset toward classroom demonstrations, viewing the class as either a model class or an analysis class.

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. 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,

Brandon K. Singleton and Halil Ibrahim Tasova

Cover by Keith Przybyla-Kuchek

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