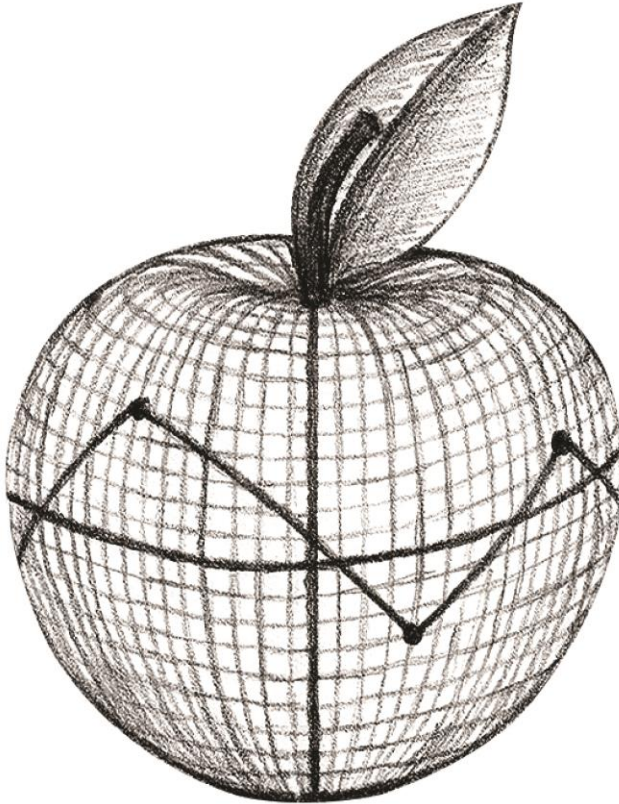


*MATHEMATICS EDUCATION STUDENT ASSOCIATION*



**THE  
MATHEMATICS  
EDUCATOR**

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*Volume 28 Number 2 | Fall 2019*

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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 introduce the second issue of Volume 28 of *The Mathematics Educator*.

In this issue the authors explore important issues in mathematics education. Priya Prasad and Victoria Barron examine mathematical authority in three cases of pre-service teachers' group solutions to mathematics tasks. They discuss the instructor's challenge of dealing with externally acquired prior knowledge while fostering mathematical authority.

Cynthia Taylor and Ryan Smith examine mathematics teacher educators' interpretation of the situative perspective in relation to how their perspective influenced associated learning goals and corresponding activities for secondary mathematics methods courses.

Allison Dorko provides a theoretical argument and empirical examples of students' generalizing activities graphing from the single-variable to multivariable setting by connecting Piaget's assimilation and accommodation constructs to Harel and Tall's generalization framework.

Seth Poulsen comments on research design and causal inference in the context of linking secondary mathematics coursework to college outcomes.

*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](http://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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