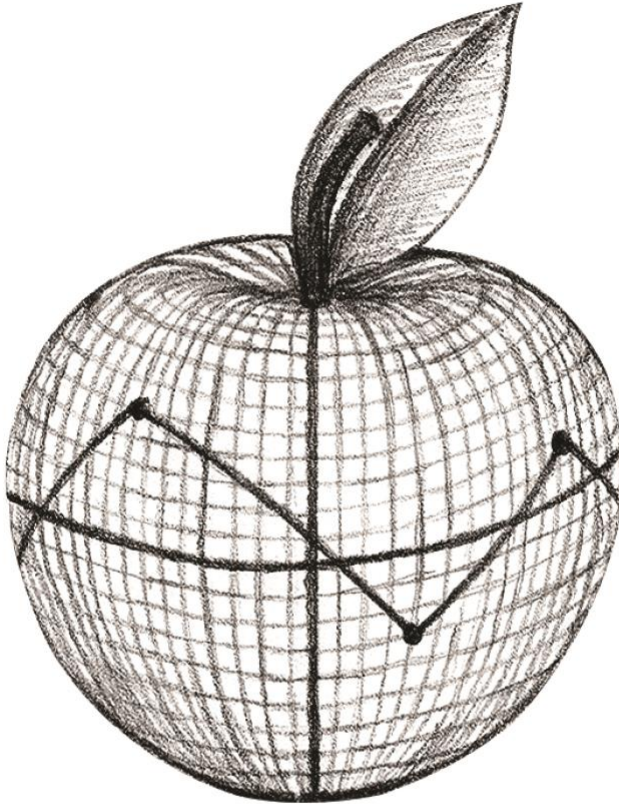


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**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 introduce the second issue of Volume 30 of *The Mathematics Educator*.

In this issue we have published three articles. Bima Sapkota shares the findings of her study on how secondary mathematics preservice teachers describe characteristics of mathematical tasks from two different mathematics task frameworks. Jennifer M. Lewis, S. Asli Özgün-Koca, Lenuel Hernandez, Christopher Nazelli, and Kate R. French explore how different observation instruments affect mathematics teachers' lesson feedback and ratings. Finally, Andrew M. Tyminski and McKenzie Brittain outline the design, enactment, and empirical examination of an elementary methods course activity that engages prospective teachers in problem-solving sessions with elementary students.

As humanity keeps being challenged through wars, discrimination, instability, economic precarity, and dehumanizing policies, we here at *The Mathematics Educator* appreciate your patience with major delays in the publishing process. We as a journal strive to remain humane in our editorial process and extend kindness to all those participating in research amidst multiple ongoing crises. This past year we've had to set an unprecedented submission freeze amid the trying times of the global COVID-19 pandemic. This issue came as a product of love, care, and hard work, which was not always easy.

We hope you enjoy reading this long-awaited issue of *TME*! We are especially grateful to our authors for their contributions to the field and the associate editors and reviewers for their hard work in making this edition happen.

Best regards,
James Drimalla and Aida Alibek

Cover by *Keith Przybyla-Kuchek*

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