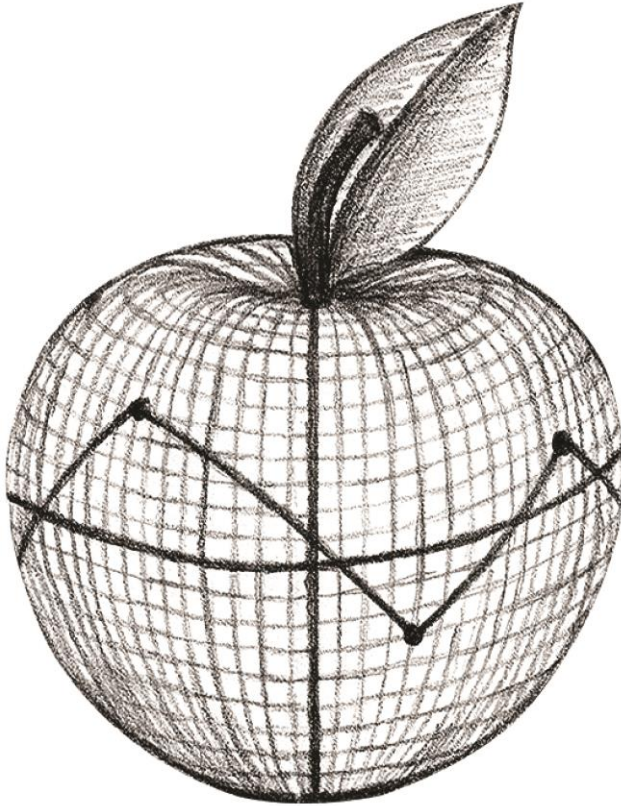


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**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 first issue of Volume 29 of *The Mathematics Educator (TME)*.

In this issue, we commemorate *TME*'s 30th anniversary with a collection of reflections from some of our previous editors. We also have three excellent pieces spanning a variety of topics.

Our opening piece, by Ana Kuzle and Dubravka Gasnović Gracin, explores new directions in geometry education. Their work looks to make sense of geometry education through the lens of fundamental ideas and analyze primary grade students' images of geometry.

In our second paper, Biyao Liang and Carlos Castillo-Garsow research undergraduate students' meanings for central angles and inscribed angles. They examine how these students' meanings impact their engagement with a task and how some meanings are more productive in certain settings.

In our third and final paper, Ozgul Kartal, Susie Morrissey, and Gorjana Popovic analyze elementary preservice teachers' (PTs) approach to problem-solving tasks. By investigating the PTs ability to identify problem-solving tasks and anticipate their students' solutions, the authors help inform the design of effective interventions for math methods courses.

TME continues to build its reviewer base and, if you are interested in joining, 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,

James H. Drimalla and Brandon K. Singleton

Cover by Keith Przybyla-Kuchek

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