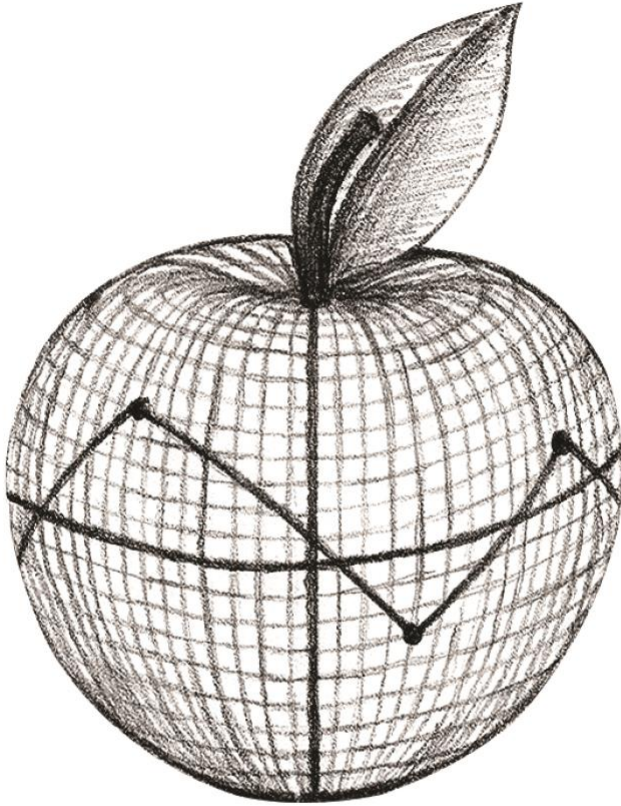


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**THE
MATHEMATICS
EDUCATOR**

Volume 31 Number 1 | Summer 2023

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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 long-awaited first issue of Volume 31 of *The Mathematics Educator*.

In this issue we have published 5 articles and a book review.

- Rebecca Anne Dibbs, Kelly Lewis, Jennifer Moon, and Rebecca Steward share their findings from implementing the Bafa Bafa cultural simulation training exercise in a course for pre-service teachers.
- Hanna Palmér and Jorryt van Bommel explore preschool children's understanding of measurement concepts through their engagement in both problem solving and problem posing tasks.
- Armando Paulino Preciado Babb and Ayman Aljarrah present their analysis of a case study of an online graduate program for current teachers where they explore contemporary mathematics and ways they can incorporate the material in K-12 education.
- Jia He and Tuyin An explored ways college instructors in mathematics teacher education programs talk about the importance of reasoning and proof in algebra, as well as how these compare to self-reported opportunities to learn provided in their courses for preservice secondary mathematics teachers.
- In his theoretical piece, Michael A. Tallman reviews and critically examines the history of research on pedagogical content knowledge in the context of mathematical knowledge for teaching, while also proposing a novel approach to this research.
- Finally, we are happy to share Amanda Jansen's review of the book by Anderson Norton, titled "The Psychology of Mathematics: A Journey of Personal Mathematical Empowerment for Educators and Curious Minds."

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College of Education at The University of Georgia.*

Although it seems that the world has tried to come back to “normal” life, it is impossible to deny that the global coronavirus pandemic has had and keeps having an effect on our lives and work. For example, as the editorial staff was undergoing a transition of staff, one of the co-editors got sick with COVID-19 and as a result a lot of the workflow has stalled significantly. Our authors, editors, and reviewers have been extremely understanding as we navigated these uncertain and difficult times, and we are extremely grateful for their trust in TME.

In light of some of these challenges, we have begun to reexamine and shift how TME operates. We would like to share with you some of these conversations and changes at TME.

1. We have introduced a short timeline review process; wherein, the editors solicit insight from an expert on an anonymized manuscript to help make an initial decision: send it out for review or reject. We have already successfully used this process in situations when the editors weren't able to fully assess the quality of the received manuscript, and we plan to continue to conduct short timeline reviews in similar situations moving forward.
2. Since the last issue, we have received a large number of literature review submissions. One of our goals at TME is to help make the publishing process transparent, and in considering the quality of literature reviews, we worked on guidelines that could help make the editors' decision-making process clear, as well as provide some author guidelines for literature review submissions. We are in the process of updating our website to include the revised criteria, which we hope will be helpful to interested authors.
3. We are aware that since the beginning of the pandemic, scholars are being more mindful of their commitments including reviewing manuscripts. As a result, TME has had difficulty finding and securing reviewers. We are currently in the process of expanding our reviewer pool. Additionally, moving forward, we will be asking reviewers who have declined our requests for manuscript-specific reviewer suggestions.

4. We want to increase the visibility and availability of manuscripts. In 2022, we committed to publishing manuscripts online first. This has been a challenge, but as we've made a trial run with the two manuscripts in this issue, we learned more about this process and worked on resolving some of the technical issues. We were unable to roll out this feature as quickly as we had hoped but starting in August, we hope to implement online first in a more consistent and smooth way.

We appreciate everyone's patience and support as we continue to reenvision TME and implement improvements to the journal. We hope you enjoy reading this long-awaited issue! We are especially grateful to our authors for their contributions to the field and the associate editors, copyeditors, and reviewers for their hard work in making this edition happen.

Best regards,
Aida Alibek and Dru Horne

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