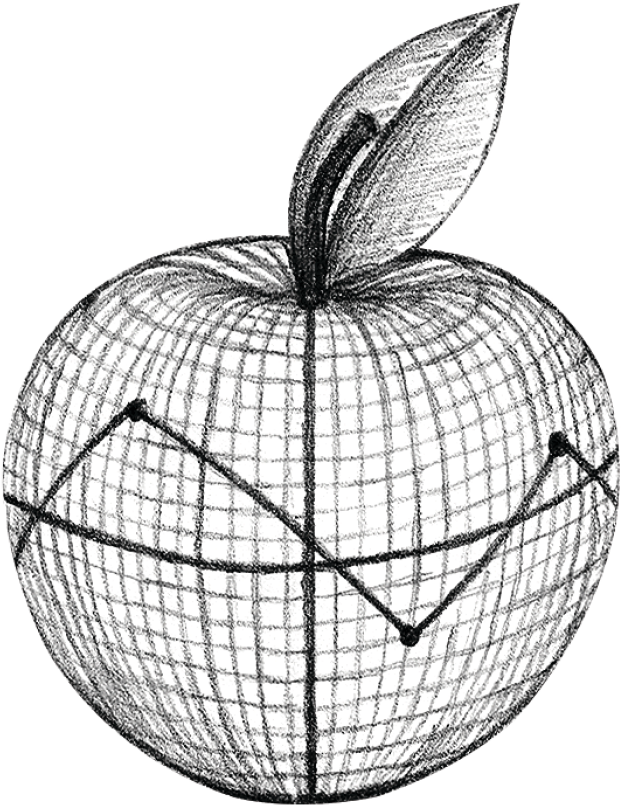
MATHEMATICS EDUCATION STUDENT ASSOCIATION



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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 32 of *The Mathematics Educator*.

In this issue we have published seven articles, in which the authors explore important topics in mathematics education.

Nicholas Shaver and Anna DeJarnette examine the multiplicative reasoning of students, and how that reasoning impacts their performance on standardized tests, using a units-coordination assessment.

Teo Paoletti, Kevin C. Moore, and Madhavi Vishnubhotla discuss how a conception of function rooted in covariation can support students' understanding of the set-theoretic function definition.

Lidia Gonzalez presents a study on high school mathematics teachers' views on teaching mathematics for social justice, highlighting barriers they face even when they are philosophically aligned with the pedagogy.

Anders Gustafsson reviews current literature on team-based learning (TBL) in mathematics, discussing its potential to shift students' focus from procedural to conceptual learning and mathematical reasoning.

Julia E. Calabrese and Jamaal Young present a content analysis of word problems in "Semantic Structure of Word Problems: A Content Analysis", classifying word problems according to the Common Core State Standards Initiative taxonomy.

Rui Kang presents a study of preservice teachers' professional noticing in mathematical modeling,

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exploring how teachers make sense of complex classroom environments through use of a framework that focuses on children's mathematical thinking.

Stephen Caviness's conceptual paper focuses on the role of agency in shaping a math learner's identity, using the metaphor of a bicycle to explore how both personal and external forces propel or hinder a student's journey.

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,
Dru Horne, Anna Bloodworth, and Jennifer Kleiman

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