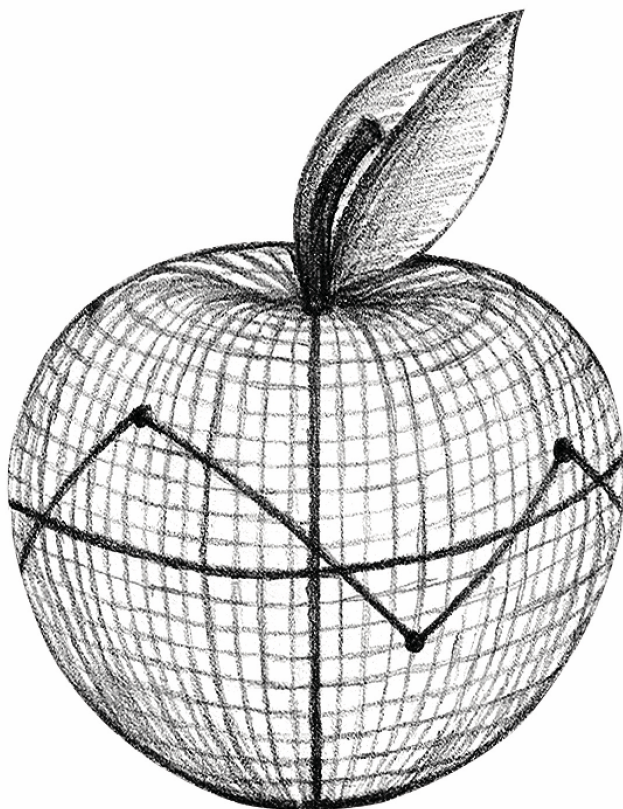


MATHEMATICS EDUCATION STUDENT ASSOCIATION



THE MATHEMATICS EDUCATOR

Volume 33 Number 1 / Winter 2025

Editorial Staff

Editors

Dru Horne
Jennifer Kleiman
Sohei Yasuda

Associate Editors

Anna Bloodworth
Kez Fitzgerald
Ngutor Tembe
Uyi Uyiosa

Advisor

Denise Spangler

MESA Officers 2025-2026

President

Kelly Dollarhide

Vice-President

Anna Bloodworth

Colloquium Chair

Kez Fitzgerald

ISSN

1062-9017 (print)
2331-4451 (online)

Cover design by

Keith Przybyla-
Kuchek

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 33 of *The Mathematics Educator*.

In this issue we have published 3 articles.

- Matt Townsley and Chad Lang offer educational leaders research-grounded practical guidance for supporting mathematics teachers through grading reform, from shifting mindsets around quantifying learning to improving how proficiency is communicated. They want grades that actually reflect what students know and can do mathematically, a goal simpler to state than to achieve. This article helps close that gap.
- STEM students and applied math students use tutoring centers quite differently, as Deborah Moore-Russo, Henry Christiansen, and Emilee Coxsey's observational study documents. The authors discuss the distinct help-seeking patterns they found and offer guidance for how tutoring centers might better tailor their support.
- Finally, we are happy to share Kevin Moore's theoretical framework addressing a subtle but important question in covariational reasoning research: what role does time play? His framework, grounded in student task engagement, offers clarity on experiential versus conceptual time and the multiplicative structures underlying students' reasoning.

We had hoped to publish more articles in 2025. Submission volume has been slow, and finding volunteer peer reviewers remains a

*This publication is supported by the
College of Education at The University of Georgia.*

persistent challenge across the field. If you are reading this and have capacity to review, we would welcome your help. We are grateful to those who have volunteered their time and expertise. You will find our formal acknowledgement piece at the end of this issue.

We would also ask you to remind your students and early-career colleagues that TME exists for them. Our mission centers on providing a high-quality, peer-reviewed venue where emerging scholars can publish and grow. We welcome submissions from all career stages, but graduate students and early-career researchers are our core audience.

We hope you enjoy reading this short but significant 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 bringing these articles to press.

Best regards,
Jennifer Kleiman and Sohei Yasuda

THE MATHEMATICS EDUCATOR

An Official Publication of
The Mathematics Education Student Association
The University of Georgia

Winter 2025

Volume 33 Number 1

Table of Contents

- | | |
|----|--|
| 6 | Navigating Math Grading Reforms: Key Considerations for Educational Leaders
<i>Matt Townsley and Chad Long</i> |
| 32 | A Study of Students' Help-Seeking Behaviors in Undergraduate Mathematics Tutoring
<i>Deborah Moore-Russo, Henry Christiansen, and Emilee Coxsey</i> |
| 61 | A Framework for Time and Covariational Reasoning
<i>Kevin Moore</i> |
| 91 | A Note to Reviewers |

