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A Note from the Editors

Dear *TME* Readers,

We are pleased to present you with this concluding issue of *The Mathematics Educator's* Volume 19. This issue displays the variety of article types published in *TME*. Although all draw upon the work of researchers, the first is a position paper, the second a more traditional research report, the third a literature review focusing on theoretical frameworks of mathematics educators, and the last a research report analyzing issues of methodology. Although we did not intend for this issue to have a particular theme, as you read through the articles presented in Volume 19 Issue 2, you will see that the importance of the mathematical community comes through in each article. In the first article, mathematics is argued to be an inherently social endeavor. In the second article, the impact of student teachers' interactions with mentors on their attitudes towards technology in the classroom is underlined. In the third article, the implications of viewing mathematics as a social construction are fleshed out. And in the fourth article, the effect of communication through letter writing on both secondary students and preservice teachers is explored.

In lieu of a guest editorial, we have decided to open this issue with a position paper by Thomas Ricks. He offers a challenge to return to the intellectual and social roots of mathematics activity in the classroom. His article would make an excellent reading for preservice or inservice teachers who do not see the importance of creativity and communication in school mathematics. The second article, by Asli Özgün-Koca, Michael Meagher and Todd Edwards, is a report of research on the development of technological pedagogical and content knowledge (TPACK). TPACK is an area of pedagogical content knowledge that is sure to receive more attention in the coming years as increasingly sophisticated technology continues to offer new possibilities and challenges in the classroom. The third article, by Kimberly White-Fredette, brings a sense of the variety of theoretical frameworks used in mathematics education. An awareness, not only of one's own perspective, but also of the perspectives of others, is certainly important for all mathematics educators. And, finally, Anderson Norton and Zachary Rutledge have written a follow-up article to "Preservice Teachers' Mathematical Task Posing: An Opportunity for Coordination of Perspectives," published in the first issue of Volume 18. Their original article focused on the theoretical perspectives of the researchers when conducting a study on preservice teachers' letter writing exchanges with secondary students and on the results that these different perspectives helped them draw out of the data. In their follow-up article, they focus on the methodological obstacles when measuring student engagement.

We would like to thank our associate editors and authors for all their hard work and dedication. We hope you enjoy reading this issue as much as we all have enjoyed working on it.

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