

The Mathematics Enthusiast

Volume 16
Number 1 *Numbers 1, 2, & 3*

Article 1

2-2019

Editorial

Bharath Sriraman

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/tme>

Recommended Citation

Sriraman, Bharath (2019) "Editorial," *The Mathematics Enthusiast*: Vol. 16 : No. 1 , Article 1.
Available at: <https://scholarworks.umt.edu/tme/vol16/iss1/1>

This Editorial is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in The Mathematics Enthusiast by an authorized editor of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Editorial

Bharath Sriraman

Vol.16 contains 30 articles including an Erratum. Of note is the piece by Adri Treffers on cognitive load theory which was developed in the late 80's out of studies in problem solving. I find it noteworthy since "working memory" seems to have become a disappearing attribute in an age where everything is offloaded to external memory devices, clouds etc. One might question what is the value of remembering anything at all? The answer to this is rather simple. Any mathematical routine becomes automated only by remembering sub-routines. Is this an aspect of memory? I contend that it is.

Other notable pieces are the ones by Dash who theorizes the literature to postulate three ways of knowing- namely associative knowing, compositional knowing and contextual knowing. Classrooms in India and Sweden are compared and analyzed for these three ways of knowing with a focus on student "authorship" of the mathematics. Ramirez and Devesa data-mine the Scopus research database to conduct a *bibliometric* analysis of mathematics education. Their analysis reveals interesting trends such as increased productivity as well as collaboration between networks of authors. The latter are influenced by "invisible" colleagues who work across different networks of authors. Other articles cover both mathematical topics, as well as mathematics education topics. The journal has numerous special issues planned for the next 3 years which focus on different under-represented regions of the world in mathematics education (e.g., Malaysia and Brazil). Other special issues focus on quantitative aspects of mathematics education and mathematics teacher education. While these issues are heavy in mathematics education, other issues that intersperse special issues offer a wide array of accessible mathematics to readers.

Statistics of journal readership and downloads are available on the journal homepage. They are also found here:

<https://dashboard.bepress.com/?dashboardToken=5c323c33a8212714db0ad6f11y5friCg9qgIJHh6cPtqj1poKfw7aTc0igWnJrPM#/>

Among the statistical highlights is the fact that the journal was accessed from 186 countries in 2018!

