Editorial Comments

I am particularly pleased and excited to see this special issue of *JTL* appear. This issue marks a first for the journal as a special or thematic issue. That is, I am happy to announce to our growing readership this special issue on “current directions in mathematics education.”

Although, to be sure, the community of mathematics educators in Canada is relatively small—as one might attest by the annual gathering of mathematicians and mathematics educators at the Canadian Mathematics Education Study Group (CMESG) where, as far as conference go, one can meet most of one’s colleagues from across the country—a number of colleagues from across Canada (and some of their international collaborators) have sent in submissions on their recent research findings and thinking for this special issue. I am excited to share with you some of the exciting and insightful work that is happening across the country (and abroad) in the name of mathematics and education.

From the east to the west and all points in between, this special issue offers a glimpse into the work of the following Canadian mathematics educators: Geneviève Boulet (Mount Saint Vincent University), David Reid (Acadia University), Ann Kajander (Lakehead University), George Gadanidis and Immaculate Namukasa (University of Western Ontario), and Susan Gerofsky (University of British Columbia). Their work explores a range of topics from the importance and relation that language has with mathematics; a classification of conjectures through an analysis of the types and stages of the conjecturing process; research on the particular nature of mathematical understandings and beliefs of teacher candidates at the procedural and conceptual levels; the pleasure of mathematical insights through experiential “mathematics therapy”; and, a report on the development of a new collaborative project to create multisensory software to enhance the learning of students at the secondary level.

Naturally, it would be impossible to offer a complete and exhaustive view of the research that is being done in area of mathematics education in this country. That said, this collection of contributed papers offers a diverse view of topics and concerns for and to mathematics education. For instance, the contributions found in this issue speak to mathematics education for a few different contexts—for example, elementary schools, middle and secondary schools, and teacher education programs in faculties of education. In addition, it is also important to take note of the “voices,” stories, and links that connect people in time and space. These mathematics educators work and collaborate with one another—sometimes with individuals around the world. And one certainly can see how their work speaks to and with other scholars and researchers in the field as evidenced by how their work is always and already couched in a complex web of work around the world—contemporaneously and historically.

This issue marks a most exciting opportunity for the journal to pull together work by scholars and researchers in a thematic manner. We look forward to being able to bring other special issues of *JTL* to our readers in future issues.

Darren Stanley
Editor