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Preface

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PREFACE

Special Issue: The Mathematical Content Knowledge of Elementary Prospective Teachers

Eva Thanheiser and Christine Browning

Bharath Sriraman noted in his Editorial for Vol. 10, nos. 1–2 that the first issue of *The Mathematics Enthusiast* (known then as *The Montana Mathematics Enthusiast*) published in April 2004 was “the result of four idealistic elementary school teachers believing in the mission of this journal and writing about their attempts to reconcile the mathematics content they were learning in a mathematics for elementary school teachers course with existing mathematics education research found in practitioners’ journals as well as standards imposed by institutions’ framing policy” (p. 2). Ten years later we return to a similar focus.

We have searched the peer-reviewed published research for studies focused on examining and describing the mathematical content knowledge of prospective teachers between the years of 1978 to 2012 and summarized findings across various content areas: whole numbers and operations, fractions, decimals, geometry and measurement, and algebra. Each content area presents its findings within three time periods: a historical look at work prior to 1998, a current perspective of research from 1998 to 2011, and, finally, a view of the horizon of published research from 2011 and 2012. Specific details of the history of those involved in the writing of this collective summary work and the methods employed in the summary research, along with a brief description of the subsequent

articles, are presented in “Prospective Elementary Mathematics Teacher Content Knowledge: An Introduction.”

This Special Issue has taken many people, many years to complete. We are grateful to all of those who participated in any of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) Working Groups over the years of meetings. Many people made contributions to the overall task and we appreciate the time and work that you gave. We want to thank those who helped us in our work by reviewing earlier drafts of our papers: Dhimitraq Duni, Nicole M. Wessman-Enzinger, Sinan Kanbir, Tyler Lebsack, Megan L. Nickels, and Theodore J. Rupnow. Thanks to our super copyeditor, Hope Smith, who was very helpful and patient in determining appropriate formatting and styles for our paper. We also want to thank Drs. Lynn Hart and Ann Kajendar for their helpful comments, and a special thanks to Lynn for writing the Foreword.