

Letter from the Editors: Introducing the First FMEJ Issue

As editors of this new peer-reviewed journal, we are pleased to welcome our readers and potential contributors. The *Fields Mathematics Education Journal (FMEJ)* is an international online journal that aims to provide open access to a range of themes that are of interest to the mathematics education community. The purpose of the journal is to stimulate discussions, reflections, research, and commentaries about mathematics education both within and between different interest groups.

The *FMEJ* applies and extends the mission of the Fields Mathematics Education (MathEd) Forum (<http://www.fields.utoronto.ca/programs/mathed/forum/index.html>) of the Fields Institute for Research in Mathematical Sciences in Toronto, Ontario. For almost two decades, teachers, curriculum consultants, graduate students, pre-service teachers, mathematics education researchers, mathematicians, ministry and policy consultants, and members of the general public have been gathering for the monthly MathEd Forum at the Fields Institute to explore issues in mathematics education. As with the MathEd Forum itself, the *FMEJ* is open to a variety of viewpoints and submissions in the areas of education research, teaching practice, and public forum.

In this issue, we present three contributions in the areas of education research and public forum. Ann Kajander and Jennifer Holm (Lakehead University) write about their longitudinal study in which they sought to determine whether curriculum reform had any measurable effects on pre-service teachers' mathematical understanding. Nirmala Naresh (Miami University) presents her MUPET-Math project in which she explored the lesson study as a practice that may help teachers to engage in peer-peer collaboration and critical reflection. The third academic paper is a reprint of an article by the late Margaret Sinclair published in 2005 in the *Journal of Mathematical Behavior*.

Professor Margaret Sinclair from York University, Ontario, was the first person posthumously elected as a Fields Institute Fellow in recognition of her contributions both to the Fields Institute and to the Canadian mathematics community as a whole. Margaret served on the steering committee of the Fields Mathematics Education Forum from 2004 to 2007, co-chairing it from 2005 to 2007. In 2012, the Fields Institute established the Margaret Sinclair Memorial Award Recognizing Innovation and Excellence in Mathematics Education. We are reprinting Margaret's article in this inaugural issue of the *FMEJ* in her memory and in recognition of her contributions and ongoing legacy.

To initiate further discussion among various education stakeholders, we present an open letter to the Ontario Ministry of Education's Teaching Policy and Standards Branch; this letter is the MathEd Forum subcommittee's contribution to recent consultations regarding changes in the Ontario pre-service teachers' program. And to engage educators at all levels of schooling, as well

as the general public, we offer Veselin Jungic's (Simon Fraser University) cartoon that asks everyone to stop "the math blame game."

Dragana Martinovic and Donna Kotsopoulos, Editors
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