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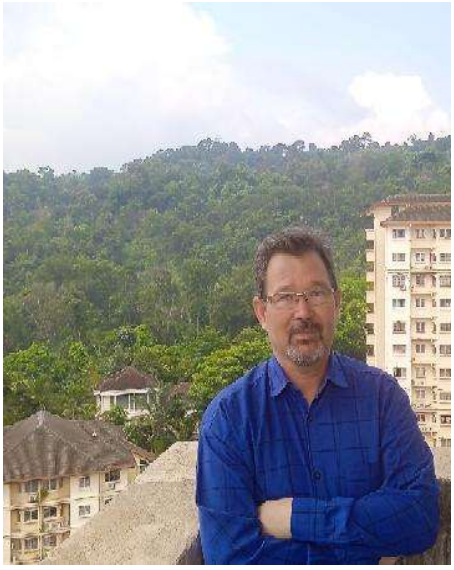
Hosseinali Gholami

Institute for Mathematical Research, University Putra Malaysia



The current issue includes articles employing various study methods: six qualitative, three quantitative, and four mixed-method studies from Australia, Bangladesh, Indonesia, Kazakhstan, the Philippines, the Slovak Republic, and the USA. The articles in this issue explore mathematics education across a range of educational levels, including primary, middle, high school, and university. In detail, four articles concentrate on primary school mathematics, three investigate middle school mathematics, five address key topics in high school mathematics, and one focuses on university-level mathematics education. This distribution demonstrates a broad and balanced coverage of the educational continuum, offering valuable research contributions that are relevant to both educators and researchers working within these critical stages of mathematical development.

The article by **Viona Adelia**, **Ratu Ilma Indra Putri**, **and Zulkardi** examines grade 4 students' conceptual understanding of fractions through the use of appropriate learning materials. It emphasizes that (1) mastering the part-whole subconstruct requires progressively building on students' existing fraction knowledge across its essential elements, and (2) engaging with incomplete fraction scenarios enables students to deepen their grasp of valid fractional representations. These findings provide important guidance for enhancing teaching strategies related to the part-whole concept and overcoming related learning difficulties.

Exploring the Part-Whole Subconstruct in Fractions Learning: Insights from A Design Research Study by **Viona Adelia**, **Ratu Ilma Indra Putri**, and **Zulkardi,** (Indonesia) ……...Page 5

The teaching approach presented in the article by **I Putu Ade Andre Payadnya, Kadek Rahayu Puspadewi, and Gde Iwan Setiawan** led to significant improvements in primary students'

problem-solving abilities, critical thinking, and creative reasoning within geometry concepts. Additionally, another study by **Wahyu Purwaningsih, Sugiman Sugiman, and Haryanto Haryanto** explores the cognitive processes involved in problem-solving at the primary education level.

Enhancing both content knowledge (CK) and pedagogical content knowledge (PCK) among teachers is essential for effective teaching. An article by **Murni Sianturi and Dessy Rizki Suryani,** involving a large participant group, focuses on improving primary teachers' mathematical content knowledge through in-service training programs. Similarly, a study by **Yeni Rakhmawati, Heri Retnawati, Yoppy Wahyu Purnomo, Uzak K. Zhapbasbayev, and Gulzhaina K. Kassymova** addresses the improvement of teaching quality among primary educators by developing their pedagogical content knowledge in mathematics.

Among the three articles on middle school mathematics education, one study by **Laela Sagita, Ratu Ilma Indra Putri, Zulkardi, and Rully Charitas Indra Prahmana** highlights a financial literacy learning environment model as a professional development program. This study emphasizes enhancing teachers' abilities to design math lessons that integrate financial literacy tailored to students' needs. Another article by **Valeria Suryani Kurnila, Dwi Juniati, and Agung Lukito** explores enhancing communication and connection skills through differentiated instruction and Writing to Learn strategies in a bilingual context, presenting innovative approaches to math teaching. The third article, by **Amihan M. Ulpindo and Rommel S. De Gracia,** is a comparative study on Process-Oriented Guided Inquiry Learning (POGIL) aimed at improving students' problem-solving abilities and higher-order thinking skills.

Among the four featured articles on high school mathematics education, four emphasize teaching mathematics by connecting concepts to real-world contexts. These studies highlight how this approach not only helps students appreciate the value of mathematics but also equips them with practical skills to apply mathematical reasoning in solving real-life problems. One notable article by **Wulan Resti Oktaviani, Darhim, Nurjanah, Kusnandi, and Suparman** focuses specifically on teaching geometry using GeoGebra software. This technology-based method facilitates students' understanding of three-dimensional mathematical problems more effectively than traditional teaching approaches, enhancing their spatial visualization and engagement.

The notable study conducted by **Abraham Ayebo** thoroughly examines the attitudes of undergraduate health science students toward statistics, both prior to and following the completion of an introductory statistics course. This research provides valuable insights into how students initially perceive statistics and how their perspectives evolve as a result of formal instruction in the subject. The findings hold significant relevance for educators, highlighting the critical need to design statistics courses that not only enhance students' technical competence and understanding but also actively foster more positive attitudes and greater confidence toward learning statistics.