

Editorial of the 2023 Spring issue 46, Vol 15 no 2

by Ivan Retamoso, the Editor of MTRJ's *The Problem Corner*

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I am delighted to announce that our MTRJ e-journal is gaining global significance as time goes by. As evidence of this, the current issue features ten papers from diverse countries: Thailand, Philippines, India, Turkey, Colombia, Malaysia, Mexico, Nepal, South Africa, and Rwanda. It brings me great satisfaction to be part of a mission that aims to make mathematics accessible to all. I firmly believe that our world would greatly benefit from a deeper understanding of mathematics, often referred to as “the language of the universe.” Regarding the content of this spring issue of MTRJ, it begins with a focus on Teaching Practice in the Classroom context, exploring the Teaching Process, Learning Process, and Thinking Process. This particular study was conducted in Thailand. Next, we present a research paper from the Philippines that delves into online collaborative learning and its applicability in various scenarios of traditional learning, both quantitatively and qualitatively.

Continuing on, we showcase a paper written by a young contributor from India, Sameer Sharma. His research centers on the study of loops and spaces, presenting new findings and formulas. It is worth noting that his work was inspired by Professor James Tanton from Princeton University, specifically his intriguing project titled “A Math Mystery for Young Mathematicians.”

Moving forward, we present a study conducted in Turkey that aims to examine the effects of a course module designed to enhance the proof schemes of pre-service mathematics teachers. Additionally, we feature research evaluating the effectiveness of the online learning platform Brilliant.org in improving the academic performance of students from four public schools in Barranquilla, Colombia.

Continuing the journey through this issue, we delve into a qualitative study from Mexico that analyzes how fourth-grade elementary school students (ages 9 to 10) solve and interpret non-routine problems, focusing specifically on division measurement and division-partition with remainder.

Furthermore, we present a study on the effectiveness of teaching and learning mathematics online, focusing on teachers' perspectives and the real-life situations they encounter in Nepal.

As we progress, we encounter a study that aims to examine teachers' understanding of the importance of instructional time as a valuable teaching resource for developing learners' relational understanding of mathematics in South Africa.

Lastly, we feature a study from Rwanda that explores the enhancement of learning limits of functions through the utilization of multiple representations.

As customary, this issue concludes with *The Problem Corner* section, presenting new collaborations from problem solvers as well as new challenges. I am confident that these engaging mathematical problem-solving activities will capture your attention and ignite your passion for mathematics.

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