

# The Editor Notes

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*Editor*

One of the pictures posted on my office wall is of a large group picture taken this past summer at Chinese Mathematics Education International Conference. I have explained the meaning of the picture to many of my colleagues and friends. The main interpretation that I used for this picture is that of a successful process of communication and action for our scholarly society and its activities. This, indeed, is a part of my philosophy for education.

This past summer, Chinese Association of Mathematics Education (CAME) held the first International mathematics education conference in Hangzhou, China. More than 40 foreign scholars from 16 countries participated in this conference. In the conference scholars from different countries communicated to each other their research works and took action to plan future collaborative works. Although this is the first time for CAME to host the international conference officially, it does indicate that CAME is taking more actions to be a part of the international mathematics education community. Our communication started in 2008, a group of scholars from U.S.A. and China opened the communication channels through the Journal of Mathematics Education (JME), an English version of a journal which is aimed at promoting communication in mathematics education between the United States and China as well as between West and East in general.

Communication and action are two important factors for modern society. Effective communication requires not only language, but more importantly, the establishment of a relationship between the communicators. In this conference, scholars from different countries presented their recent research and communicated with each other about mathematics education programs, mathematics teaching and learning, mathematics education theories and practices, and other areas of mathematics education. All participants had the common view that one of the important reforms for current mathematics education is to re-think mathematics educational systems critically; i.e., re-think policy, standard, curriculum and instruction, teaching and learning, assessment, technology, and diversity. With this view in mind, participants

agreed that we needed to consider cultural background as an important factor for mathematics education, and we needed to have more communications from a diversity stand point. Only through successful communication can effective action take place.

In this issue of the JME, a majority of the articles are from the conference, As a result, we are celebrating our communication and action in international mathematics education, and we are looking forward to have more communication and action in the mathematics teaching and learning community.

Let's celebrate our communication and action.