

# NOTES FROM THE FIELD

## Reflections on the Field of Mathematics Education

By sharing their perspectives, recommendations, and lessons learned with the broader mathematics education community, leaders in the field can support both current and future mathematics educators and researchers in bettering their practice. In the following section, *Reflections on the Field of Mathematics Education*, four people with long, storied careers in mathematics education—Robert Q Berry, III, M. Kathleen Heid, Robert Reys, and Marta Civil—provide reflections on the field of mathematics education. Drawing from their own experiences, they each highlight different aspects of the field that they deem especially pertinent today.

Robert Q. Berry, III reflects on the influential people he met throughout his mathematics career—teachers and professors who not only helped him become a better mathematics educator but also inspired him to investigate the ways in which we can humanize mathematics, particularly for underrepresented students in STEM. Looking backwards and forwards, M. Kathleen Heid reflects on the changes she has seen in the field of mathematics education, focusing on growth in the people, groups, and institutions. Robert Reys provides perspective on and encouragement in pursuing the many activities, projects, and opportunities that those of us in the field of mathematics education will encounter throughout our careers. Finally, reflecting on her qualitative research interests, Marta Civil reminds us that research should benefit both the research and the researched.

Among the common themes from these authors is the need to think deeply about the motivations for mathematics education research, aiming to ensure that such research benefits the community as a whole—the researchers, the participants, the readers, and potential stakeholders. Moreover, we are reminded about the richness that globalism has brought to the field. Colleagues from a variety of backgrounds and perspectives can help us all to identify the needs of the field of mathematics education, whether with respect to classroom practices, mathematical standards, or socio-political policies. We hope that reflecting on these themes and insights will provide our readers with a path forward as they strive to make meaningful contributions of their own to the field of mathematics education.