

# Informing Practice

Can classroom teachers use research?  
They sure can!

The Editorial Panel of *Mathematics Teaching in the Middle School* is seeking submissions for Informing Practice. The articles written for this department should entice and invite classroom teachers to learn about aspects of research that are closely related to their classroom practice.

Topics that may be of interest can include—but are by no means limited to—teaching fractions, learning through problem solving, and using representations of linear relationships.

The article should—

- set up a classroom problem, issue, or question that will pull readers into the research;
- describe relevant research in a teacher's voice;
- incorporate examples, illustrations, and diagrams that will bring the research alive; and
- provide specific recommendations or tips for classroom teachers.

The manuscript should be no more than 2000 words; place figures and/or photographs at the end. Submit manuscripts by accessing [mtms.msubmit.net](https://mtms.msubmit.net). On the tab titled Keywords, Categories, Special Sections, select Informing Practice from the Departments/Calls section.

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