

Teaching Geometry

The study of geometry—whether taught as a stand-alone course or as a series of topics integrated into other courses—develops core ideas, concepts, and habits of mind that students will need as users of mathematics and as lifelong learners. The Editorial Panel of the *Mathematics Teacher* solicits manuscripts that examine the following topics relating to the teaching of geometry:

- Opportunities to engage students in reasoning and sense making in relation to content (e.g., congruence, symmetry, transformations, measurement in two and three dimensions, coordinate geometry, geometric modeling, etc.)
- Ways to address equity
- Ways to connect geometric concepts to algebra and other areas of the curriculum
- Use of innovative and effective pedagogical strategies in the geometry classroom

Articles could address any of the following questions:

- How can instruction be organized around making conjectures and constructing and evaluating geometric arguments?
- How can classroom discourse be organized to enhance students' communication about their geometry reasoning and sense making?
- What activities and strategies can enhance students' use of geometry in modeling situations from other areas of math-

ematics, other disciplines, or practical situations?

- What successful strategies for teaching geometry address the needs of diverse student populations (e.g., English Language Learners, students from a variety of cultures, students with special needs, etc.)?
- How can teachers of geometry use technology, real-life applications, and problem solving to motivate students?
- What effective or innovative methods for teaching geometry are used in professional development programs or teacher education programs?
- How can the research community serve the needs of classroom teachers with respect to teaching geometry?
- What are some techniques for teaching geometry that enhance students' abilities to use multiple representations, to communicate, and to make connections?
- How can teachers of geometry use project-based learning?

The Panel invites those with experience or interest in teaching geometry to submit manuscripts for the 2011 focus issue. Please submit manuscripts at **mt.msubmit.net** by **May 1, 2010**. Make sure that you check the box that indicates the manuscript is being submitted for the 2011 focus issue: Teaching Geometry. Guidelines for the preparation of manuscripts can be obtained at my.nctm.org/eresources/submission_mt.asp. No author identification should appear in the manuscript's article file. If you have ideas related to this topic and would like to discuss them before sending a manuscript, please contact Albert Goetz, agoetz@nctm.org. ∞