

Great Problems

"A great discovery solves a great problem, but there is a grain of discovery in the solution of any problem"
— George Pólya (1957)

What makes a great problem?

The Editorial Panel of *Mathematics Teacher* wants you to share your great problems with other teachers. The Panel invites manuscripts that address the following questions:

- What is your favorite mathematical task? What makes it a great problem for students? What learning opportunities does this problem provide? What opportunities for student inquiry does this problem provide?
- What nonroutine mathematical tasks have you tried with students in grades 8–14 or in teacher education courses? How do such tasks connect to core school mathematics topics? How do these tasks open up opportunities for all students to make connections across mathematical ideas?
- Where do you find problems that drive great lessons? What specific multimedia resources or technologies could enrich teachers' ability to pose mathematical questions in a classroom? How have you integrated such resources into your classroom instruction?

- What are examples of lessons or units that you have designed from great problems?

We would welcome regular feature articles or those submitted to departments such as Back Page: My Favorite Lesson; Activities for Students; Media Clips; Mathematical Lens; Delving Deeper; or Reader Reflections.

We are especially interested in mathematical tasks that engage students, promote sense making, and generate rich discussions and, in so doing, support NCTM's Process Standards and the Common Core Standards for Mathematical Practice.

You may submit your completed manuscript for review by accessing mt.msubmit.net. Indicate that the manuscript is being submitted in response to the call Great Problems. Be sure to enter the call's title in the Department/Calls field. No author identification should appear in the text of the manuscript. Additional guidelines for preparation of manuscripts can be found at www.nctm.org/publications/content.aspx?id=10452.



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