

# Mathematizing the World: An Invitation to Modeling

*Modeling* can mean many things. It is the mathematical representation of real-world behavior, but it also describes relationships among experiment, data, form, and function. What does mathematical modeling mean to you? How does modeling evolve in your classroom? What kinds of tasks invite students into the world of mathematical sense making?

The Editorial Panel of *Mathematics Teacher* invites teachers to share their experiences with modeling. We especially encourage submissions that help *MT* readers wrestle with complexities of mathematical modeling in classrooms. How do we help students discover a dynamic relationship between physical phenomena and mathematical structure?

Here are some prompts to get you started thinking and writing:

- How does your classroom culture promote modeling?
- How does the process of modeling unfold from initial assumptions to final conclusions?
- How do students proceed as they refine their models?
- How do you or your students determine whether a model is successful?
- How can assessment of a model be reconciled with assessment of student learning?
- How does our interest in modeling span the grades?

You may submit your completed manuscript for review by accessing [mt.msubmit.net](http://mt.msubmit.net). Indicate that the manuscript is being submitted in response to the call Mathematical Modeling. Be sure to enter the call's title in the Department/Calls field. No author identification should appear in the text of the manuscript. For additional guidelines for preparation of manuscripts, see [www.nctm.org/publications/content.aspx?id=22602](http://www.nctm.org/publications/content.aspx?id=22602).



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