

CALL FOR MANUSCRIPTS:

Spatial Abilities in the Middle Grades

What meaningful spatial-reasoning tasks do you incorporate into your mathematics program? How can teachers help students develop spatial abilities? Why is it important to do so? What are the subtle distinctions, if any, among such terms as the following: spatial sense, spatial visualization, spatial perception, spatial structuring, spatial memory, spatial reasoning, and visual imagery?

The Editorial Panel of *Mathematics Teaching in the Middle School* invites you to share your ideas about developing spatial abilities in middle-grades mathematics instruction. The Panel is especially interested in manuscripts that describe classroom-tested ideas. The following questions may stimulate your thinking about this topic. Any one question, or a combination of questions, might form the basis of your manuscript for this special theme:

- What are spatial abilities? How do they develop? Why are they useful?
- What is the place of spatial abilities in the middle-grades mathematics curriculum?
- How do spatial abilities relate to such mathematics topics as number and operations, geometry, and measurement? How do spatial abilities relate to other content areas, such as science, language arts, social studies, the arts, and physical education?
- What learning experiences or materials are especially useful in developing middle-grades students' spatial abilities?
- What physical and mental models promote spatial abilities, and how can they be used effectively?
- How can reasoning, problem solving, and communication be effective processes for enhancing spatial abilities? Conversely, how might spatial abilities influence these processes?
- What real-world spatial tasks are appropriate for middle-grades classrooms?
- How can technology facilitate the development of spatial abilities?
- What assessment techniques measure spatial ability? What hierarchy of skills might be established?
- How do gender, race, or other learner characteristics influence the development of spatial abilities? What are the implications for mathematics instruction?
- How should instruction in spatial abilities be incorporated into preservice and in-service teacher education?

The text of the manuscript should be no more than 2500 words, and figures and photographs should be included at the end. Send submissions to this call for manuscripts by accessing mtms.msubmit.net. When submitting online, scroll down to "Manuscript Type," make your choice, then continue scrolling down to "Departments/Calls" and select "Call: Spatial Abilities in the Middle School."