

2020 NCTM Research Conference Submission Process & Review Criteria

The NCTM Research Conference will be publishing proceedings for the 2020 Research Conference. Information on the process and specifications for submitting to the proceeding will be shared with accepted sessions following their acceptance.

NCTM has moved to a new system for submissions to the 2020 Research Conference. Proposals can be submitted at nctm2020.exordo.com, using the following submission process and will be reviewed with the attached criteria. Additional information will be posted at www.nctm.org/researchconf.

Login

Create an account on Ex Ordo. It helps if you use the same email as your NCTM account email address to.

1. Track

Select Default. This is an artifact of the system.

2. Format

Select the type of proposal you are submitting. Symposium, Research Paper, Interactive Session, or Poster.

3. Title & Abstract

This is the title of your session as it would be included in the program. Limited to 75 Characters. Please make title as descriptive as possible about your session. It provides the first impression. Leaving them wondering usually has them not showing up. Please do not submit title in ALL CAPS.

Note: Click Save at the bottom of each section to record the information to the system. Selecting another section without saving will lose this content.

Abstract (Limited to 150 Characters)

Provide a brief description of your presentation to be included in the program and provided to attendees prior to the event. Your description should provide attendees and reviewers with sufficient information about the context/setting for the presentation and key areas of insight or findings that will be shared.

4. Authors (Speakers/Co-Speakers)

Presenting Authors, Corresponding Author, Student Submission

Confirm whether this is a student submission or not.

Enter up to 4 authors that contributed to this submission. For each one select either Corresponding Author or Presenting Author.

Add speakers by entering a valid email, then enter their current contact information including their Affiliation/University

- If the person is not in the database then you may add their information.
- Up to four additional Co-speakers/Panelists are allowed.
- Please notify co-speakers, panelists, and discussants that their participation in a proposal submission also acknowledges their agreement to be a reviewer.
- All individuals participating in a session must be pre-registered for the conference for a session to appear in the program.

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Terms

Submitters must acknowledge having read and agree to the following.

Technology Requirements

- Speakers must provide their own laptop computers.
- Complimentary internet access may not be available in meeting rooms.
- I understand that I am responsible for securing internet access if needed.
- Projector and screen will be provided for sessions other than poster and round table paper sessions.

Registration and Proposal Review

- All speakers must pre-register for the conference. Sessions with speakers who have not pre-registered will be removed from the program.
- All individuals involved in a proposals submission agree to participate in the review of others' proposals.

Email

- Speakers may allow to have their email address included with the program and subsequent publications.

Special Assistance

- Do you require special assistance, as defined by the ADA, or special scheduling consideration for religious reason(s)?
- If YES then provide a brief description of your needs (500 character limit.)

5. Topics (Max 5. Please select at least 1 from each section)

From the list below select a maximum of five relevant descriptors (please select at least one from each section) for your proposal. These descriptors will be used to match your proposal with reviewers.

Setting (select maximum of 2 from this section)

Early childhood and elementary

Middle and secondary

Higher education

Other

Content and Categorical Expertise (select maximum of 2 from this section)

Number and operation

Geometry and measurement

Algebra and algebraic reasoning

Statistics, data, and probability

Calculus and higher-level mathematics

Mathematical practices and processes

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Teachers, and teacher education
Students and learning
Curriculum and Assessments
Access, equity, and empowerment
Communities and learning environments

Methodology (select 1 from this section)

Qualitative
Quantitative
Mixed Methods
Research Synthesis
Theoretical or Philosophical Proposal

6. Equity (Limited to 500 Characters)

We ask that you provide a statement on how your proposal submission contributes to our collective responsibility to Access, Equity and Empowerment dialogue and supporting work.

7. Engagement - Interactive Sessions Only (Limited to 200 Characters)

The research committee hopes to increase the engagement and participation of attendees. As such, we ask that you consider how you will engage participants in your session.

How do you propose to organize the session? How does your presentation content fit the identified session design? How does the presentation allow adequate time and structure for participants' engagement?

8. Upload Proposal

Upload a single PDF containing the written session proposal for consideration based on the review criteria. The proposal should be a maximum of 10 pages, double-spaced, one-inch margins, and 12-point Times New Roman font. The proposal should NOT include the submitter's name (should be fully blinded). The max upload size is 10MB.

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Empirical Proposal Components and Review Criteria

Proposals should include, but not be limited to, the following sections. Below each section header are questions to guide proposal development and review.

Background and Framework

- **Perspectives or Theoretical Framework**

What are the intellectual underpinnings for the work? Is a scholarly perspective/theoretical framework thoughtfully used as a lens to present the research purpose and question(s)? Are the theories or ideas that are driving the work clearly articulated? Identify how the questions being investigated contribute to mathematics education or the linking of research and practice. To what extent does the research suggest and explore creative and original concepts?

- **Connections to Prior Research/Scholarship**

What bodies of research/scholarship are relevant to the research question(s)? Do the claims using relevant bodies of research/scholarship inform the study? Are multiple perspectives from prior scholarship included; are justifications provided when viewpoints are excluded?

- **Research Question(s)**

Are your research question(s)/purpose clearly identified? Is the research question based on the theoretical framework and prior research?

Methodology and Data Sources

- **Methods, Techniques, or Modes of Inquiry**

Has the methodology been clearly articulated? Is the methodology or mode of inquiry appropriate to both the research question(s) and the context of the study? Are the methods supported by the perspectives or theoretical framework? Is the sample identified and adequate?

- **Data Sources, Analysis, and Evidence**

Are the sources of evidence described sufficiently? Are the data sources adequate and appropriate? Are the uses of quantitative and/or qualitative data and supporting analyses appropriate to the study? Are different populations and settings considered? Are the methodologies, context, descriptions focusing on participants from an asset based perspective?

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Conclusion and Significance

- **Results and/or Conclusions**

Do the results and/or findings address the research questions? How are the conclusions consistent with and flow from the analysis? Are the results/analyses situated within a broader context? Does the analysis of the data support the results reported?

- **Educational and Scientific Significance of the Research/Topic**

How does the work advance the knowledge and understanding within the area of mathematics education research or practice? How does the proposal address key issues in mathematics teaching and learning and/or connect research and practice? How does the work advance the knowledge and understanding within the area of mathematics education research or practice in relation to equitable access or asset framing of learners, teachers, and communities? How does the proposal address key issues in mathematics teaching and learning and/or connect research and practice in relation to equity and access?

Proposal Components and Review Criteria for Theoretical and Philosophical Submissions

Proposals should include, but not be limited to, the following sections. Below each section header are questions to guide proposal development and review. Use “Not applicable” if you believe the information requested is not appropriate/applicable to your proposal.

Background and Framework

- **Core Problem/Central Argument**
Is the core problem clearly articulated and explained? Is the central argument disentangled from other potentially confounding arguments?
- **Scholarly Perspective/Theoretical Framework**
Is a scholarly perspective/theoretical framework thoughtfully used as a lens to situate the core problem/central argument?
- **Connections to Prior Research/Scholarship**
What bodies of research/scholarship are relevant to the core problem/central argument? Do the claims using relevant bodies of research/scholarship inform the core problem/central argument?
- **Perspective or Perspectives**
Is the perspective clearly defined? Are a range of viewpoints represented?

Theoretical Position

- **Analytical Stance Including Scope and Limits**
Does the proposed theoretical stance present a cohesive argument that helps the field understand issues in mathematics education from new, creative, or nuanced perspectives? Does the proposed analytical stance make strong connections to the scholarly perspective/theoretical framework? Are different populations and settings considered in the stance?

Conclusion and Significance

- **Conclusions/Interpretations**
Are the conclusions or interpretations based on the analysis presented and sufficiently justified?
- **Importance to the Community**
How does the work advance knowledge and understanding within the area of mathematics education such as mathematics teaching, learning, policy, research, and/or practice? Does the work offer creative and provocative viewpoints to support connections not previously made?