

2021 NCTM Research Conference Proposal Submission Process and Guidelines

Proposal submissions are being accepted at <https://nctm2021.exordo.com>

The following describes the process and review criteria for the 2021 NCTM Research Conference.

Login

Create an account on Ex Ordo. The process will be simplified if you use the same email as your NCTM account email address.

1. Track

Select Default. This is an artifact of the system.

2. Format

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

3. Title & Abstract

Title (Limited to 75 Characters)

Please indicate the title of your session to include in the program. Please make the session title as descriptive as possible. Because titles provide first impressions, sessions with vague and uninformative titles often attract few participants. Please **DO NOT SUBMIT** the title in **ALL CAPS**.

Note: Click Save at the bottom of each section to record the information to the system. If you select another section before saving, you will lose this content.

Abstract (Limited to 150 Words)

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/ Presenting Authors, Corresponding Author,

- Confirm this is not a student submission (K-12 student).
- Each proposal has only one Corresponding Author
- Enter additional authors/co-speakers
 - Add by entering a valid email, then enter their contact information including their Affiliation/University.
 - If the person is not in the database, then you may add their information.
 - Presenting Authors are expected to be present and be registered for the conference.
- Authors must agree to the terms.
 - Technology Requirements
 - Left over from in-person proposal. This will be a virtual event. Just click to agree.
 - Registration and Proposal Review
 - Speakers must register for the conference.

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- Individuals involved in a proposal's submission may be needed to participate in the review of proposals.
- Sharing of Email Addresses
 - 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.)
- Please notify session colleagues of these terms.

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

From the list below select a maximum of five relevant descriptors (please select at least 1 from each section) for your proposal. These descriptors will be used to match your proposal with the appropriate reviewers as well as match you as a reviewer to proposals in your area of expertise.

Setting (please select a maximum of 2 from this section)

Early childhood and elementary

Higher education

Middle and secondary

Other

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

Number and operation

Teachers, and teacher education

Geometry and measurement

Students and learning

Algebra and algebraic reasoning

Curriculum and Assessments

Statistics, data, and probability

Access, equity, and empowerment

Calculus and higher-level mathematics

Communities and learning environments

Mathematical practices and processes

Methodology (please select 1 from this section)

Qualitative

Research Synthesis

Quantitative

Theoretical or Philosophical Proposal

Mixed Methods

6. Equity (Limited to 150 Words)

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.

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

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 PDF should contain text, tables, diagrams, references, etc. The proposal should be a maximum of 10 pages, double spaced, and NOT include the submitter's name or any identifying information. Max size is 10MB.

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?