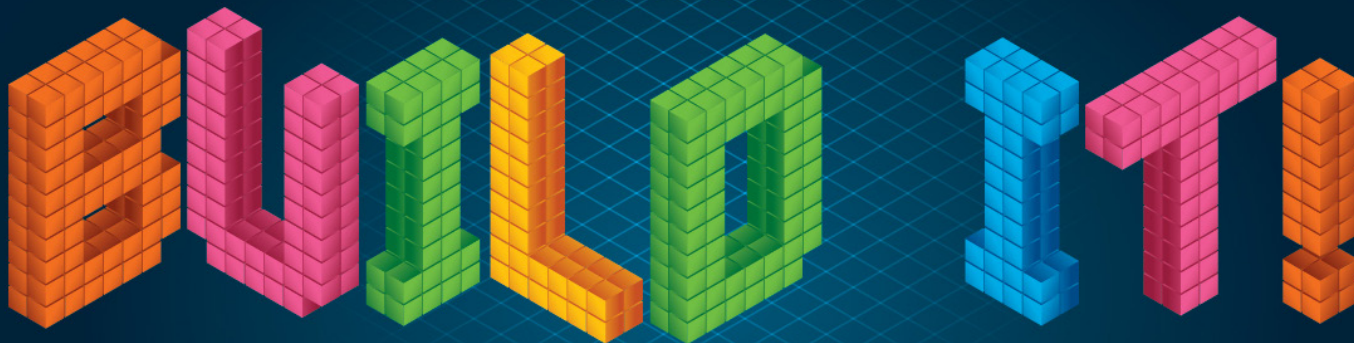


2023 SPECIAL ISSUE CALL FOR MANUSCRIPTS:



SUBMISSION DEADLINE: **February 1, 2023** PUBLICATION DATE: **October 2023**

Here, we share the blueprint for the 2023 *MTLT* Special Issue. Students of all ages benefit from building — from stacking cubes and designing bridges to exploring geometric constructions. *Build It!* activities have an important mathematical goal and an openness that engages students in creating their own representations, visualizations, or explanations. When students have opportunities to create representations or prove something is true, they develop agency (“I can figure this out!”) and that contributes to a positive mathematics identity (“I can do math!”). Building begins with teachers designing and adapting tasks that provide an opportunity for students to build.

We are seeking your best *Build It!* tasks in order to ‘construct’ a unique Special Issue — one that is full of engaging tasks that invite students to create, reason, discuss, and connect with the mathematical ideas they are learning. Manuscripts will be brief (limit 1,500 words, including references) and provide insights to see the thinking behind the task, as well as the impact of the task. Key elements of a manuscript may include: sharing the task (key features), how you have implemented the task (guidance on introducing and question posing), and/or illustrations of how students have engaged with the task (student work, pictures, dialogue).

IDEAS TO CONSIDER IN PREPARING YOUR MANUSCRIPT

CONSTRUCT IT!

Students building representations, visualizations, and situations

- What activities prompt students to show why or how something works?
- What favorite task(s) use a physical or virtual tool(s) to make sense of mathematics?
- What task invites students to create a visual or story that supports their mathematical learning?
- What activity engages students in choosing and using multiple representations and pathways?

IMPROVE IT!

Students building in opportunities to critique, revise, and expand ideas

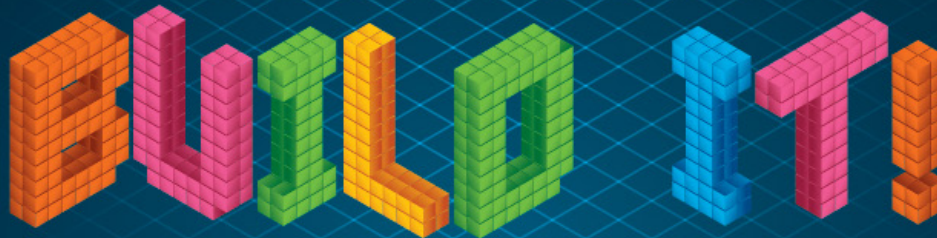
- What strategies do you use to engage students in cycles of revision?
- What classroom experiences promote rethinking and perseverance?
- What learning activities promote an iterative approach to learning concepts?

MODEL IT!

Students building mathematical models

- What is a favorite task that involves students in mathematical modeling?
- What mathematical task connects to students’ career or hobby interests?
- How have you adapted word problems to become a mathematical modeling experience?
- What technology-enriched tasks have you used in which the technology has enhanced student engagement with mathematical modeling?

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PROVE IT!

Students building ways to show how they know

- What is a favorite task that involves students in proving a concept, property, or statement is true?
- What task(s) have you used to promote learning mathematics through proof?
- What ways might students show or prove something is true?

IMAGINE IT!

Students building and connecting among concrete visualizations and abstract ideas

- What is a favorite task that encourages imaginative thinking or creation of mental images?
- What activity employs computational thinking (pattern recognition, algorithmic design, abstraction, and decomposition) to support students creating innovative designs using mathematical thinking?
- What task(s) help your students imagine, think outside the box, or go beyond the status quo (i.e., stretch boundaries)?

AND, PREPARING BUILD IT! OPPORTUNITIES FOR STUDENTS

DESIGN IT!

Teachers preparing tasks and assessments

- What lesson structure/design encouraged imaginative and creative thinking?
- What is an innovative instructional strategy that transformed your mathematics classroom environment into one that fosters students' designing solution strategies and solving problems in innovative ways?
- What tools or plans have you created/used to assess students' creations (i.e., representations and explanations) and/or advance their thinking?

ADAPT IT!

Teachers building onto or changing tasks to connect to each and every student

- What activity/ies, task(s) or tool(s) have you modified to make it more accessible for a particular population of students?
- How have you enhanced a task to make it more relevant to your students?
- What 'blueprint' task-design ideas increase access to mathematical content? To support positive mathematical identities?

We hope one or more of these prompts has reminded you of a great task you have implemented! But you may also have built something that effectively addresses a different element of mathematics teaching. Please consider sharing what your students have built and what you have built by submitting a manuscript for this *Build It!* Special Issue.

Please submit manuscripts through ScholarOne (<https://mc04.manuscriptcentral.com/mtltpk12>), selecting "Special Issue: Build It!" as your manuscript type. See Submission Guidelines (www.nctm.org/mtltssubmit) for more information on article types. Word limits apply.

Questions?
Contact mtlt@nctm.org.