



Contact:

JEAN S. LEE

jslee@uindy.edu

ENRIQUE GALINDO

egalindo@indiana.edu

## CALL FOR PROPOSALS

### *Making Mathematics Come Alive in the Elementary Classroom with Project-Based Learning: Rigor, Relevance, and Relationships*

This book will provide an overview of the essential elements of Project-Based Learning (PBL) and the evidence that supports the use of PBL. It will showcase classroom-tested PBL units addressing elementary mathematics standards for the purpose of demonstrating how PBL works and the learning that results. Rigor, relevance, and relationships are the foundation of PBL. We will focus on projects that provide opportunities to learn rigorous mathematics; that engage students in authentic, relevant problems/challenges/issues; and that develop positive relationships between the school/teacher/students and community members.

The book editors are

JEAN S. LEE (University of Indianapolis)

and ENRIQUE GALINDO (Indiana University Bloomington).

We are soliciting proposals for book chapters showcasing classroom-tested PBL units addressing elementary mathematics standards. These chapters can be brief descriptions of a PBL unit implementation (up to 15 double-spaced pages) or detailed descriptions of a PBL unit implementation including selected lesson plans (up to 30 double-spaced pages). See below for more information.

### TIMELINE

**March 20, 2020:** Deadline to submit (<https://mc04.manuscriptcentral.com/nctmbooks>) a maximum two-page proposal.

March 27, 2020: Authors will be notified about acceptance decisions.

April 30, 2020: If accepted, first drafts of chapters are due.

May 15, 2020: Feedback given to chapter authors.

June 19, 2020: Chapter authors revise and resubmit.

February 2021: Anticipated publication date.

### Proposal Submission (Due March 20, 2020)

Submit a single file with the file name: PBLElem\_<title.docx> and include—

1. Cover Page: Title of proposed chapter with Authors Name(s), School(s), email(s)
2. Proposal (up to two pages) in Times New Roman, font size 12, single-spaced. The proposal should address the following:
  - Authors' experience with PBL
  - Type of chapter (brief PBL unit chapter or detailed PBL unit chapter)
  - Brief description of the unit, including grade level and population it was tested with
  - Duration of the PBL unit
  - CCSSM addressed
  - [Teaching Practices from Principles to Actions](#) addressed (p. 3)
  - Driving Question or challenge posed to the students
  - Entry event or how the project was launched
  - Public product(s) that students produced
  - Opportunities provided to address Rigor, Relevance, and/or Relationships



# Publications

## BOOKS

### **Draft Chapter Submission (Due April 30, 2020)**

Authors of accepted proposals will submit chapters addressing the following:

- Cover Page: Title of Project, Name(s), School(s), email(s)
- Unit Overview
- Description of how the CCSSM are addressed in the unit (1–2 paragraphs)
- Description of how the unit can help enact at least one of the Teaching Practices from *Principles to Actions* (1–2 paragraphs)
- Driving Question or challenge posed to the students
- Sample Entry Event or how the project was launched
- Sample Public Product(s) that students produced (print/video)
- Sample Student Product (print/video)
- Project Planning Form (template to be provided)
- Project Calendar
- Project Rubric(s)
- Description of Significant Moments when students engaged in rigor, relevance, and/or relationships
- Description of how the PBL unit helps students become college/career ready

Authors of chapters on detailed PBL units will also include the following:

- Selected lesson plans that contain—
  - lessons that teach and assess 21st century skills; and
  - inquiry-based/student-centered lessons.

The outline of the book is as follows.

#### **Section I:** Project-Based Learning in the Elementary Classroom

- A. What is project-based learning?
- B. What is “college and career ready” in mathematics?
- C. Research on PBL in the mathematics classroom.

**Section II:** Brief and Detailed Sample PBL Units (Some PBL units may have STEM or interdisciplinary focus, but mathematics should be the central focus.)

#### **Section III:** Lessons Learned: Reflections and Tips for Implementation

Questions regarding the proposal should be addressed to the co-editors:  
JEAN LEE ([jslee@uindy.edu](mailto:jslee@uindy.edu)) or ENRIQUE GALINDO ([egalindo@indiana.edu](mailto:egalindo@indiana.edu))