

**New Deadline:
April 9, 2018**

2019 Focus Issue

Mathematical Misconceptions

NCTM's *Principles to Actions: Ensuring Mathematical Success for All* supports the teaching and learning of mathematics through productive struggle and eliciting student thinking. As part of this work, student misconceptions and mathematical errors naturally surface. The Editorial Panel of *Mathematics Teacher* invites teachers, teacher educators, education researchers, and others to share their experiences in identifying and unraveling misconceptions. We encourage submissions that shed light on common misconceptions, instructional methods that evoke and respond to these misconceptions, and means of supporting students and teachers to further their own understanding of mathematical errors.

While not exhaustive, here are a few areas to consider:

Current Knowledge

- What common misconceptions exist in particular content domains, such as algebra, geometry, trigonometry, or probability and statistics?
- What causes student misconceptions about mathematics and how can these sources be avoided?
- What professional learning opportunities deepen in-service teachers' content knowledge?
- What common misconceptions do in-service teachers possess and what methods most effectively support their mathematical conceptions?
- How can preservice teachers' misconceptions about mathematical content be addressed and supported?

Instructional Strategies

- What questioning strategies allow teachers to effectively elicit and respond to misconceptions?
- What activities are successful in addressing student misconceptions and what makes them successful?
- How can technology be leveraged to surface and address student misconceptions?
- In what ways can student errors be used as a catalyst for exploration?
- What types of activities support students' own metacognition?

Learning Environment

- How can a classroom culture be created and supported that embraces errors as a means of developing a deep understanding of mathematics?
- How do student and teacher beliefs about mathematics and the teaching and learning of mathematics influence how errors are interpreted?

Assessment

- How can assessment be used to elicit students' mathematical misconceptions?
- What type of feedback is effective in supporting students' awareness of errors that are commonly made?

In addition to feature-length submissions (2000 to 3000 words), we are very interested in one-page submissions (600 to 700 words).

Submit manuscripts at mt.msubmit.net by **April 9, 2018**. Be sure to enter the call's title (Mathematical Misconceptions) in the Calls field. No author identification should appear in the text of the manuscript. Manuscript guidelines are available at www.nctm.org/mtcalls. If you have ideas related to this topic and wish to discuss them before sending a manuscript, contact the MT journal editor (mt@nctm.org).



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