

GETTING PUBLISHED WITH NCTM

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The easiest thing

If you are a member of NCTM, the easiest way to get started with learning about articles is to be a reviewer.

Two journals for our gradeband

*Mathematics Teaching in the
Middle School (5-9 grades)*

Mathematics Teacher (9-12)

The easiest thing



Be a Reviewer

[Review for JRME](#)

[Review for MT](#)

[Review for MTMS](#)

The workload

One or two article a year.

The articles are about 5-6 pages in the journal.

The workload

There are radio buttons, comments for the author, comments for the editorial panel.

It is a double blind. The author is unknown to you; you are unknown to the author.

Radio buttons

1. For which primary audience is this manuscript intended?

a. primary audience

- Classroom Teachers Teacher Educators Supervisors Consultants

b. secondary audience

- Classroom Teachers Teacher Educators Supervisors Consultants

2. What is the most likely contribution of this manuscript?

a. primary contribution

- stimulates thinking about the practice of teaching
 contributes to readers' understanding of mathematics
 directly applicable in the classroom (Is there evidence of classroom use?)
 directly applicable to teacher education programs (Is there is evidence of use in these programs?)
 adds to readers' understanding of appropriate pedagogy
 addresses students with diverse needs

The next easiest thing!

You do not need to be a member to submit an article for publication.

Math for Real in *MTMS*

About 250-300 words

Describes the use of mathematics in a career (ideally) or a real world situation.

Briefly give the set-up; write four to six questions for classroom use.

Accurate Lab Readings

Bart is a technician in a medical lab. It is important that his instruments provide him with accurate readings so that doctors can make an appropriate diagnosis based on his work. He has a new blood analyzing machine (BAM) and must establish quality-control ranges to determine the machine's accuracy. The manufacturer sends Bart two samples of blood containing known levels of glucose. Sample A is high at 230 mg/dL. Sample B is low at 70 mg/dL. Bart runs each sample through the BAM twenty times. The results are in the table below.



PROBLEMS

1. For each sample A and sample B, what is the mean for the glucose level measured for each sample? Round to two decimal places. What is the median for each?
2. Which would you choose for your analysis, the mean or the median? Why?

The data in the table show that the BAM gave slightly different readings for the same blood sample. Bart determines that if a reading is within 0.5 of the “true” value, 70, it is deemed acceptable. Use a random-number generator to pick two readings from each list.

3. Find the mean of these readings. As a class, see what percent of your sample means is within 69.5–70.5. How was this range determined?

4. Do the same procedure, but use four readings from each list. As a class, see what percent of your means is within 69.5–70.5.
5. If each test costs \$2, would you prefer to have every tested blood sample run once, twice, or four times? Would more runs be preferable?
6. If each test costs \$200, would you prefer to have every tested blood sample run once, twice, or four times? Would more runs be preferable?

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Edited by **Erik Tillema**, etillema@iupui.edu, who teaches at Indiana University in Indianapolis. “Math for Real” highlights math concepts in the context of real-world problem solving. Readers are encouraged to submit ideas or work with someone to create a manuscript. Send to mtms@nctm.org.



The solutions are appended to the online version of “Math for Real” at www.nctm.org/mtms.

Math for Real in *MTMS*

Submit through on-line process on

NCTM.org

or, e-mail to me

dillon314@sbcglobo.net

My Favorite Lesson in *MT*

The Back Page provides a forum for readers to share a favorite lesson.

Lessons to be considered for publication should be submitted to mt.msubmit.net.

Lessons should not exceed 600 words and are subject to abridgment.

Full Articles

You can submit to departments or full articles. A full article is approximately 2500 words.

Departments vary in length.

Examples:

Delving Deeper in *MT*

Mathematical Explorations in *MTMS*

Full Articles

There is complete information on the NCTM website, including an FAQ, tips for writers and more.

Full Articles

The timeline tries to get a response to you within four months.

Publication time can vary greatly.

Questions or help?

Contact Fred.

Talk to Gail Englert, Donna Young,
Aaron Orzech, Cal Armstrong, Gail
Burrill, Troy Jones