

The logo for ICTMA features the letters 'ICTMA' in a bold, blue, sans-serif font. A thick, black, curved line starts at the bottom left, passes behind the 'I' and 'C', curves under the 'T', and then arches over the 'M' and 'A' before ending at the top right. This line visually connects the two parts of the acronym.

ICTMA

**INTERNATIONAL COMMUNITY of TEACHERS of
MATHEMATICAL MODELLING and APPLICATIONS**

Writing for the ICTMA Book Series

Gloria Stillman

Werner Blum

MISSION of ICTMA

- To promote Applications and Modelling in all areas of mathematics education – early childhood education, primary and secondary schools, colleges and universities.
- Our now strong research focus has recognised the importance of establishing a robust knowledge base from which to address challenges in the teaching, learning and assessing of applications and modelling that continue to emerge.
- One means by which the community does this is through our book series.

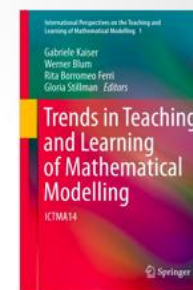
ICTMA Book Series

- ICTMA publishes books regularly in the Springer Series *International Perspectives on the Teaching and Learning of Mathematical Modelling* (Series Editors: Gabriele Kaiser & Gloria Stillman)
- ICTMA has a Continuing Editor for the ICTMA Books – Werner Blum of Kassel University (re-appointed to this position by the ICTMA International Executive meeting at its meeting yesterday).

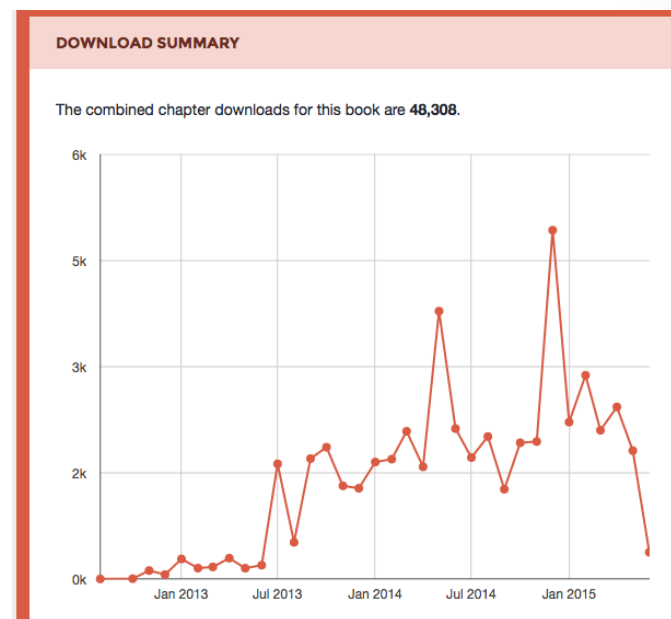
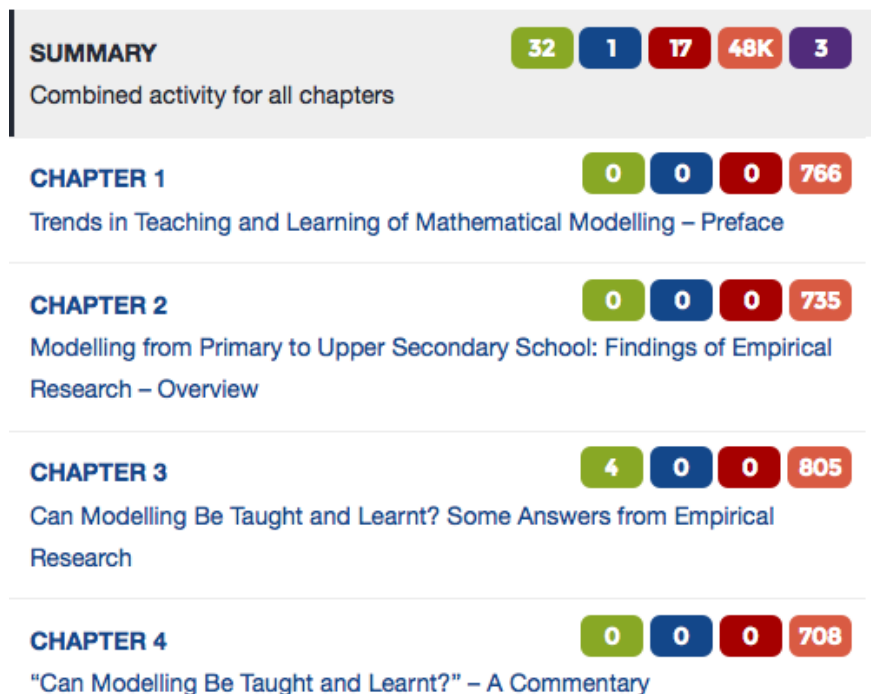
ICTMA Book Series -eBooks

- The last 4 ICTMA books have been released as both print and eBooks which makes these chapters much more visible and obtainable than ever before.
- Our publications as eBooks have been performing very well.
- In the **Springer Book Performance Reports for 2013** both *Trends in the Teaching and Learning of Mathematical Modelling* (Kaiser, Blum, Borromeo Ferri & Stillman) published in July 2011 and *Teaching Mathematical Modelling: Connecting to Research and Practice* (Stillman, Kaiser, Blum & Brown) published in October 2013 were in the **Top 25 in the relevant eBook Collection**.

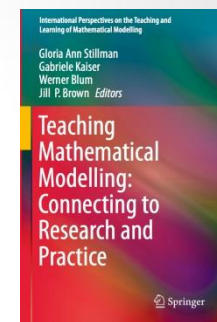
ICTMA Book Series



- *Trends* continues to perform well with a total of chapter & full book downloads of 48308. Its 68 chapters have individual downloads ranging from 684 to 805. Bookmetrix data are available from the book website in Springerlink for the book as a whole or individual chapters, e.g.,

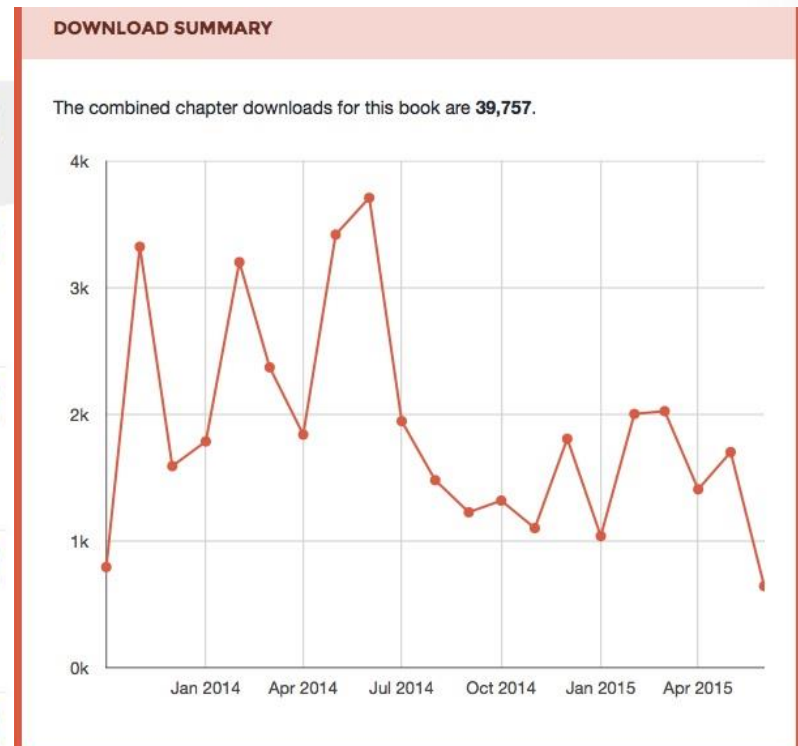


ICTMA Book Series

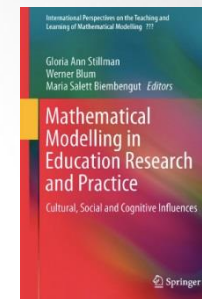


- Bookmetrix data for *Teaching Mathematical Modelling: Connecting to Research and Practice*-chapter and full book downloads total is 39757.
- Its 52 chapters have individual downloads ranging from 745 to 811.

SUMMARY	6	0	14	40K	1
Combined activity for all chapters					
CHAPTER 1	0	0	1	811	
Mathematical Modelling: Connecting to Teaching and Research Practices – The Impact of Globalisation					
CHAPTER 2	0	0	0	761	
From Conference to Community: An ICTMA Journey—The Ken Houston Inaugural Lecture					
CHAPTER 3	0	0	0	772	
Modelling from the Perspective of Commognition – An Emerging Framework					
CHAPTER 4	0	0	0	763	



ICTMA Book Series



- Following each ICTMA conference a new book is published in the ICTMA book series. There are now 18 such books as 2 books were produced after the second conference.
- To be eligible to submit a book chapter
 - At least one chapter author must have attended the conference
 - AND there was a presentation by an attending author of the topic.
- To be considered for inclusion in the book a chapter needs to be:
 1. of a high scholarly standard
 2. original work not being considered for publication elsewhere or previously published
 3. substantially different from any previously published work
 4. a good fit with the theme of the book.

High Scholarly Standard

A **research report** chapter needs:

- a well-referenced situating of the problem in **international literature** including chapters in previous ICTMA books and/or the ICMI studies that are relevant. Show where your work fits – **what is new that it will bring?**
- a **theoretical frame**,
- **study design** with all relevant details (e.g., an empirical study of a Year 5 class (10 yrs old) of 30 students undertaking their third modelling activity) including clearly stated **Research Questions**, data collection **instruments**, analysis techniques
- **Analysis of Results** - understandable to others
- **Discussion** referring back to the literature and theoretical frame as well as to Research Questions
- **Conclusion**

High Scholarly Standard

A **teaching evaluation chapter** needs

- a well-referenced situating of the problem your teaching materials/method is addressing in **international literature** including chapters in previous ICTMA books and/or the ICMI studies that are relevant. Show where your work fits particularly if you have written a series of such chapters over the years – **how does this chapter add to your work?**
- a **theoretical/ analytical** frame,
- **Details** of the teaching experiment (e.g., who were the participants, how many, what did they do) including any data collection instruments, analysis techniques for evaluation
- **Analysis of Results** – clear and understandable by others
- **Discussion** referring back to the literature & theoretical frame & your approach
- **Conclusion**

High Scholarly Standard

A **polemic chapter** needs

- a well-referenced situating of the problem in **international literature** including chapters in previous ICTMA books and/or the ICMI studies that are relevant. Show where your opinion fits – **how does this chapter add to work in the international field inside and outside ICTMA/ A & MM?**
- Its **style is less rigid** but there should be
 - **Scholarly Analysis of Points raised** – clear and understandable by others
 - **Discussion** referring back to the literature, analytical/theoretical frame & your approach
 - **Conclusion** which comes from the points made in this chapter
- [See Galbraith in Stillman, Blum & Biembengut, 2015]

Modelling or Application

Examples (less common in recent books)

- Please remember there needs to be some sort of background.
- Literature could be about the problem itself or the pedagogical purpose of the task.
- Do not give too much tedious mathematical detail.
- You do need to bring some reflections on the use of the example for teaching/learning – another opportunity to bring in literature.
- Conclusion relating back to the purposes outlined at the beginning
- [See Orey & Rosa in Stillman, Blum & Biembengut, 2015]

Other Forms of Acceptable Chapters

- These chapter forms that we have highlighted do not exclude other forms of acceptable research reports etc but cover the majority of chapters that have been submitted for recent books.
- Others forms could include:
 - An historical document analysis
 - A literature review bringing a new idea for research or development

ICTMA Writing Mentors

- Several ICTMA members have volunteered as “writing mentors” (Please contact me if you haven’t yet and would like to help)
- Please contact the editors if you are unable to find a specialist English editor for your work (Internet translators are not sufficient or recommended)
- During the conference I would like to pair up potential writers who want to take advantage of mentoring with ICTMA mentors so please approach me or email me once you go back to your accommodation at night gloria.stillman@acu.edu.au

Reviewing & Writing Process

- Chapter submissions are reviewed by 3 experts who are asked to provide feedback and a recommendation to the editors from a scientific viewpoint or as appropriate to your type of chapter
- If necessary one of these will include detailed language advice
- Chief editor will produce a language edited version of your file for you to make corrections and revisions
- The editor handling your chapter together with the other editors decides on the outcome of the review based on the reviewers recommendations (A1, A2, A3, R1, R2)
 - A1 accept as is – very few chapters have this recommendation
 - A2 accept after minor changes
 - A3 accept after significant changes
 - R1 rewrite – make sure you restructure it
 - R2 reject

Reviewing & Writing Process

- The covering review letter has explicit instructions on what you are asked to revise (THIS USUALLY IS NOT EVERYTHING THE REVIEWERS SAID AS THE EDITORS HAVE A PICTURE OF THE ENTIRE BOOK AND WHAT IS DO-ABLE IN THE CHAPTER LENGTH)
- Not all chapters will be accepted
- The review advice from the editors is not optional unless it says so
- If you do not understand your feedback, ask your mentor and the chief editor who sent the letter – we are there to help

Reviewing & Writing Process

- When returning your revised chapter clearly state in an accompanying document how you addressed **all the concerns**, or added to your work
- Be timely with chapters & forms – every one is a volunteer in this process
- If you can't meet a deadline tell us ahead of time – we can't be generous towards the end of the process so your turnaround time will be short towards the end
- Your revised chapter will be reviewed again – it must show revision and serious addressing of editors points
- Reviewers are critical to this process – PLEASE TELL US IF YOU ARE NOT GOING TO REVIEW A CHAPTER SO DELAYS ARE MINIMISED

Purchasing Previous Books

- There are Flyers here for some of the last 4 ICTMA books including the latest which is being printed by Springer now.
- There is a special conference discount token on the flyer which you can use to purchase any of the books or other Springer books. It must be used before 19 August 2015.
- There are display copies of the books available.
- Two books are available to be given away courtesy of ICTMA 15 to doctoral or masters students at the end of the conference. Please indicate your interest at the desk where the books are displayed. You will have to take the book with you.

THANK YOU FOR YOUR ATTENTION