Título del ARTÍCULO / TITRE DU PAPIER (EspaÑol / français): menos de 15 palabras / MOINS DE 15 MOTS [Style: PMENA-Title]

Título en inglès / Titre en anglais: Menos de 15 Palabras / Moins de 15 mots
[Style: Pmena-Title2] - Font Small Caps

Asegúrese de que su propuesta sea anónima para su revisión y deje el espacio adecuado para los nombres de los autores en el documento final. Por ejemplo, si hay tres autores, elija la última tabla y elimine el resto. / Veuillez vous assurer que votre proposition est anonyme pour évaluation, tout en laissant un espace approprié pour les noms d'auteurs dans le document final. Par exemple, s'il y a trois auteurs, choisissez le dernier tableau et supprimez le reste.

Para un solo autor / Pour un seul auteur **underline the presenting author(s) & delete this heading**

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**Para 2 o 4 Autores (usar este estilo y borrar este encabezado);
subrayar autore(s) de la presentación. / Pour 2 ou 4 auteurs (utilisez le style ci-dessous et supprimez ce titre) ; souligner le(s) présentateur(s).**

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El resumen en Español o Francés comienza aquí (sin encabezado ni etiquetas). Le résumé en espagnol ou en français commence ici [Style: PMENA-Abstract]. 10 líneas o menos. 10 lignes ou moins. Las propuestas de póster no deben tener un resumen. Les propositions de poster n’ont pas de résumé.

Palabras clave, Mots-clés: 1-4 palabras clave, 1 à 4 mots-clés [Style: PMENA-Keywords]. Ver 2022.pmena.org > Submissions. Voir 2022.pmena.org.

El texto del cuerpo comienza aquí. Le corps du texte commence ici [Style: Normal PMENA]. Asegúrese de que está utilizando los estilos como se sugiere. Esto es muy importante para facilitar la edición de las memorias. Debe usar los estilos apropiados del menú Estilos en la pestaña "Inicio" de Microsoft Word y una vez que use el estilo correcto, el texto debe aparecer con el formato correcto. Puede abrir el Panel de estilos haciendo clic en el botón Panel de estilos en la pestaña "Inicio" (consulte la Figura 1). Assurez-vous d’utiliser les styles demandés. Ceci est très important pour aider au formatage des actes. Vous pouvez choisir le style approprié à partir du menu Style qui se trouve dans la barre d’outils « Accueil » de Microsoft Word. Lorsque vous utilisez le bon style, le texte devrait apparaitre avec le bon format. Vous pouvez ouvrir le volet de style en cliquant sur l’icône Volet de Style dans la barre d’outils « Accueil » (voir Figure 1).



Figure 1: How to open the Styles Panel [Style: Table and Figure Title PMENA]

No debe haber líneas en blanco entre los párrafos regulares. Las únicas líneas en blanco estarán alrededor de tablas o figuras. No utilice encabezados, pies de página o números de página. Il ne doit pas y avoir de ligne vide entre les paragraphes. Les seules lignes vides seront autour des figures et des tableaux. N’utilisez aucun en-tête, pied de page ou numéro de pages.

Título de Primer Nivel /Titre de premier niveau [Style: PMENA-Heading 1]

Text begins here. [Style: Normal PMENA]. We repeat that the Styles are very important. Do not manually center and bold the text for your level-one headings. Please use the PMENA-Heading 1 style from the Style menu in Microsoft Word. If you do not see it, use the “More” drop-down button in the Styles menu and find it or type it in. If you do the ugly thing and manually format the heading (i.e., by manually centering the heading and manually making it bold), then Microsoft Word does not actually know that it is a heading, so it will be a real headache for the proceedings editors when they compile 1000+ pages of research reports.

Please limit your paper to no more than three levels of heading. If you are using the correct Styles in this template, then you will automatically have a blank line above the level-one headings and no blank lines around the second- and third- level headings. Again, do not manually Tab nor manually set the indentation. Use the “Normal PMENA” style for the main body text and the proper indentation will be built in.

Second Level Heading [Style: PMENA-Heading 2; first letters capitalized like Title Caps]

Text begins here [back to Style: Normal PMENA]. An additional benefit of using the Style headings is that you can easily see an outline and navigate directly to certain sections in your paper by using the View > Navigation Pane tool. You can see that the second-level headings, when you use the correct Style, appear nested underneath the first-level headings.

**Third-level heading.** Okay, this is one opportunity you have to do manual formatting. Please manually put the third-level heading text and period in bold-faced font. Then the text can continue in Normal PMENA Style.

Here is a second paragraph of Normal PMENA text to set up a block quote. The block quote will be formatted with a new built-in style.

Block quote sample. A quote longer than 40 words should be formatted as a “block quote”—as this paragraph is formatted [use PMENA-Block Quote style]. No quotation marks are used, the period goes at the end of the quote, and the reference goes at the end of the quote with no period after it. (Sample, 2019, p. 52)

Resume text after quote here (Indent only if new paragraph) [Style: Normal PMENA]

Transcripts: as needed here. [Style:PMENA-Transcript]

Transcript: transcript continues

Resume text after transcript here (Indent only if new paragraph) [Style: Normal PMENA]

* Bullet list item 1 [Style: PMENA-Bullet List]
* Bullet list item 2 [Style: PMENA-Bullet List]
* Bullet list item 3 [Style: PMENA-Bullet List]

Resume text after bulleted list here (Indent only if new paragraph) [Style: Normal PMENA]

1. Numbered list item 1 [Style: PMENA-Bullet List]
2. Numbered list item 2 [Style: PMENA-Bullet List]
3. Numbered list item 3 [Style: PMENA-Bullet List]

Resume text after numbered list here (Indent only if new paragraph) [Style: Normal PMENA]

Tablas y Figuras / Tableaux et Figures

All tables and figures should be placed in the document as appropriate, with a blank line both preceding and following the table or figure. They should fit within the 1-inch margins and the full body of the document must still adhere to the number of pages allowed. Create tables using the Table feature of Microsoft Word. (Tables are those graphics consisting of rows and columns with normal alphanumeric characters in the cells; all other graphics should be designated as Figures). Use the [Table and Figure Title PMENA Style] for both table and figure titles, placing the table title above the table, and the figure title below the figure or graphic. Examples follow.

Table 1: Conference Deadlines [Style: Table and Figure Title PMENA]

|  |  |  |
| --- | --- | --- |
|  | Proposals Due | Final Papers Due |
| Research & Brief Research Reports | February 15, 2024 | May 31, 2024 |
| Posters & Working Groups | February 15, 2024 | May 31, 2024 |

Don’t forget to leave one blank line both before and after the table or figure. It is very important to make sure that the margins in your document are 1-inch. Otherwise, when we download your paper for the proceedings, the content in your table will not be aligned.



Figure 2: PME-NA 2023 Logo [Style: Table and Figure Title PMENA]

Recall that Research Reports should be no longer than 8 pages, although references are allowed to extend beyond the eighth page. Brief Research Reports should be no longer than 4 pages, although references are allowed to extend beyond the fourth page. Poster proposals should be no more than 1 page, although references are allowed to extend beyond that page. Working Group and Research Symposia proposals should be no more than 2 pages, although references are allowed to extend beyond the second page.

Footnotes

Footnotes should be used only in extreme cases. Please use Style: PMENA-FootnoteText: Font size 10 pts, No Indent [[1]](#footnote-1).

Acknowledgments [Style: PMENA-Heading 1]

Any necessary acknowledgments should immediately precede the References. Do not put blank lines between multiple acknowledgments. Acknowledgments must fit within the page limits of your proposal (so they must fit on the 8th page or earlier for Research Reports, on the 4th page or earlier for Brief Research Reports, on the 1st page for Poster Proposals, and on the 10th page or earlier for Working Group Proposals). *Only* the References are allowed to extend beyond the page limit. Please make sure your paper is appropriately anonymized (“blinded”) for review, including in your Acknowledgements.

References [Style: PMENA-Heading 1]

References [PMENA-References Style]. There is no limit to the number of references cited. There should be no blank lines between references. All references should follow APA format; a variety of sample references are illustrated below. Note that titles of books and journals should be italicized, not underlined. There should be no underlined text in the manuscript. When available, DOI should be added regardless of whether the online or print versions were used.

Aguirre, J. M., Mayfield-Ingram, K., & Martin, D. B. (2013). *The Impact of Identity in K-8 Mathematics: Rethinking Equity-based Practices*. Reston, VA: National Council of Teachers of Mathematics.

Baker, B., Cooley, L., & Trigueros, M. (2000). A calculus graphing schema. *Journal for Research in Mathematics Education*, *31*(5) 557–578. <https://doi.org/10.2307/749887>

Bos, B. (2011). Professional development for elementary teachers using TPACK. *Contemporary Issues in Technology and Teacher Education, 11*(2). Retrieved from <http://www.citejournal.org/vol11/iss2/mathematics/article1.cfm>

Crespo, S. (2003). Learning to pose mathematical problems: Exploring changes in preservice teachers' practices. *Educational Studies in Mathematics*, *52*(3), 243–270. [https://doi.org/10.1023/A:1024364304664](https://doi.org/10.1023/A%3A1024364304664)

Herbst, P., & Chazan, D. (2006). Producing a viable story of geometry instruction: What kind of representation calls forth teachers’ practical rationality? In S. Alatorre, J. L. Cortina, M. Sáiz, & A. Méndez. (Eds.), *Proceedings of the 28th North American Group for the Psychology of Mathematics Education Conference* (Vol. 2, pp. 213–220). Mérida, México: UPN.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

Rasmussen, C., & Ellis, J. (2015). Calculus coordination at PhD-granting universities: More than just using the same syllabus, textbook, and final exam. In D. Bressoud, V. Mesa, & C. Rasmussen (Eds.). *Making the connection: Research and teaching in undergraduate mathematics education* (pp. 107–115). Washington, DC: The Mathematical Association of America.

1. Footnote: Avoid using, but if needed use this style. [Style: PMENA-FootnoteText] [↑](#footnote-ref-1)