

Teacher Education Quarterly

Call for Papers

Issue Theme:

Contemporary Innovations in
Teaching and Learning and Teacher Education

How we have come to understand teaching and learning in particular ways is what this special issue of *Teacher Education Quarterly* is all about. We offer a venue for scholarly submissions that address the myriad interrelationships and possibilities occurring among content, teacher, and learner; from the past to the present, and perhaps more importantly, the future. We believe that collaboration among researchers will begin a conversation that invites collegiality, supports today's educators and furthers the educative process for teacher educators.

We introduce below a series of organized questions that we consider to be relevant given the current context of teaching and learning in this country. The growing influence of technology on the guiding principles of curriculum development, policy implementation, and pedagogical approaches cannot be overlooked. The complexity of these issues has served as our framework for this special issue. We encourage invited and interested authors to consider the following pertinent questions.

Topic #1 - Teaching and Learning

What do we know about teaching and learning? What do we know about the relationship between pedagogical strategies and the ways in which young people learn? And, in what ways has this fundamental relationship evolved over time? What do we know now that we didn't know then?

What do we know about today's students? Considering that they are a generation born into a digital age, do traditional instructional approaches still have value? Do students take a more active and proprietary role in their learning because of technology? If so, what impact does this have on the student-teacher relationship?

Are students fundamentally different in the way that they interact with information? Has technology provided a platform of convenience for these interactions that previously was unavailable to students?

How has technology impacted students' engagement in social collaboration related to learning? If so, what is the role of the online learning community?

Topic #2 - Teacher Education

How have teacher preparation programs and graduate level professional development for teachers been impacted by new and innovative technologies? What technologies are currently being used in teacher education?

Are the expectations placed on teacher preparation programs requiring heightened attention

to the innovation and development of technology sensitive curricula and instructive models? If so, have traditional pedagogical approaches become obsolete? Or have they been reinvented to include new technologies?

What professional development is being offered to university teacher educators to support the inclusion of new technologies in methods courses and graduate courses?

What opportunities for learning do information and communication technologies (ICT) offer which are readily available otherwise? What role should teacher education programs assume in leading innovations which are useful and pedagogically sound? Most K-12 students still go to school in brick and mortar institutions. What role do technologies play in online teacher education that enhances how teachers work in traditional schoolhouses?

For either topic above, authors should consider one or more of the following subject areas:

1. New technologies and their impact on student learning
2. New technologies and their effect on the student-teacher relationship
3. The value of the online learning community
4. Creating a global voice for students through technology
5. Innovative technologies for today's classroom
6. Pedatechnical professional development for today's teachers
7. Traditional pedagogies in today's classroom
8. The role of games and simulations in education

Manuscript Submission:

For Specific Submission Guidelines please refer to the "Author Guidelines" page (<http://teqjournal.org/information.htm>)

Implications for Teacher Education:

Implications for this issue include expanding the current body of scholarly research related to the ongoing inclusive evolution of technology to complement, supplement and enhance models of instruction in teacher education programs. New and evolving technologies have become a necessary and perhaps inevitable pedagogical tool for teacher educators. However, many of today's teacher educators may either resist or unsystematically infuse their curricula with technology. Perhaps this is understandable given the increasing repository of multimedia available to them. Defining a "best practice" is often difficult as the particular instruments themselves yield to a rapid evolutionary agenda even as the delivery method remains constant. Yet, even with these would-be barriers, technology has much to offer teacher educators and their teacher candidates. Empowering teacher educators with the associated theoretical knowledge and practical skills ensures that future generations of in-service teachers will at least have some instructional partnership with technology.

Description of Blind Review Process:

After initial screening by the issue editors, selected manuscripts will be reviewed by two additional reviewers each. Criteria in the form of a rubric will be provided to reviewers in order to guide feedback for authors and serve as acceptance criteria. Final decisions will be made

by the editor based on reviewer recommendations. Criteria for assessing manuscripts submitted will include the following:

- Adherence to the theme
- Clearly articulated conceptual framework and connections to relevant literature
- Thorough description of data collection and analysis procedures
- Readability
- Originality
- Potential implications for teacher education practice

Time line for publication:

- Deadline for manuscripts: August 1, 2009
- Review of manuscripts: Fall 2009
- Potential date for online publication: Winter 2010

Biographies of guest editors:

Steve Cernohous

Steve Cernohous is an assistant professor and clinical coordinator for the Athletic Training Education Program at Northern Arizona University. In addition he coordinates an interdisciplinary graduate program between athletic training, biology and teacher education. He has published several articles on the utilization of online media in athletic training curricula and clinical education. Finally, Dr. Cernohous is on the editorial board for the *Athletic Training Education Journal* as well as serving as a reviewer for *Journal of Athletic Training*, *Athletic Therapy Today* and *TEQ*. Steve also serves as webmaster for the *TEQ* website. Email: steve.cernohous@nau.edu

Thomas D. Wolsey

Thomas Wolsey is course lead for the literacy and learning concentration graduate degree program for teachers at Walden University. Dr. Wolsey worked in public schools for twenty years teaching English, social studies, and multiple subject classes. His articles on literacy and technology have appeared in several professional journals including *The Journal of Adolescent and Adult Literacy*, *Action in Teacher Education*, *The California Reader*, and *The International Journal on e-Learning*. A book he wrote with Doug Fisher titled *Learning to Predict and Learning from Predictions: How Thinking about What Might Happen Next Helps Students Learn* was released by Allyn and Bacon in 2008. He teaches graduate courses and teacher preparation courses related to literacy, technology and the needs of English language learners. Email: tom.wolsey@waldenu.edu

Dana L. Grisham

Dana L. Grisham is professor of teacher education at California State University East Bay (Hayward) where she teaches literacy methods courses for both elementary and secondary teacher candidates and graduate courses in literacy. Dr. Grisham is currently Associate Editor of *TEQ* and past co-editor of *Reading Online* for the International Reading Association. She is the recipient of CTE's Spring 2008 Distinguished Teacher Educator award and has published widely in scholarly journals. Her research interests involve the intersection of literacy and new technologies in teacher education. Email: dana.grisham@csueastbay.edu