

## *Journal of Science Teacher Education*

John Staver and Lynn Bryan, Co-Editors

**With great pleasure, we issue a call for papers for a special themed issue of the *Journal of Science Teacher Education*. Brenda Capobianco, Allan Feldman, and Elaine Howes will serve as Guest Editors for this special *JSTE* issue on teacher action research. Full details about this special themed issue are below.**

### **Call for Papers**

#### ***New Pathways for Teacher Action Research in Science Teacher Education***

The *Journal of Science Teacher Education* is soliciting scholarly manuscripts for a special themed issue on teacher action research. Teacher action research and its products, including accompanying stories and intellectual narratives, serve as a mechanism for researchers to study the relationship among factors, such as student/teacher voice, social change, accountability, learning, and identity development. The editors are seeking manuscripts that explore these issues and share innovative methods for capturing and analyzing knowledge construction, learning, transformation, and empowerment in practice.

Manuscripts may involve individuals and groups of science teachers and science teacher educators, who identify areas for improvement, if not transformation, in their practice, who systematically engage in action research about their ideas, and who willingly make public their self-critical inquiry. This work may address the significant role action research plays in preservice and inservice science teacher education, professional development, and research and development initiatives across and within science disciplines. Both empirical and conceptual manuscripts are encouraged.

Some questions that manuscripts submitted for this themed issue might address include:

- In what ways has engagement with teacher action research transformed how science teacher researchers (i.e. science teachers and/or teacher educators who engage in action research) teach science or teach science teachers?
- In what ways has action research become a transformative undertaking for the science teacher educators and/or their constituents?
- What issues, dilemmas, or conflicts have arisen in the context of science teacher action research?
- What are alternative methodological approaches employed when science teachers and/or science teacher educators conduct action research?
- In what way has your action research informed or reformed educational practices in science teacher preparation programs and/or inservice science teacher professional development?

Manuscripts should be submitted to: <http://jste.edmgr.com> and accompanied by a cover letter indicating that the manuscript is a "Special Issue" submission. Authors are encouraged to follow *JSTE* manuscript guidelines (see: <http://www.springer.com/education/science+education/journal/10972>). The deadline for submission is November 30, 2009.