

Call for Papers for Special Issue on Passionate Teaching and Learning in the Era of Test-Based Accountability

Guest Editor: Robert Fried, Northeastern University

Teacher Education Quarterly is interested in soliciting manuscripts for a special themed issue on Passionate Teaching and Learning. We are seeking papers that examine the challenges that all teachers, but particularly those relatively new to the profession, face as they try to teach to their passions and engage their students as active partners in a world dominated by state and national testing regimes and pressures for test-based accountability. The messages teachers are receiving from politicians and school administrators may be driving some talented people underground or out of the profession—or may spur them to new ways of meeting the demands of the public for better results, while staying true to their convictions of what works best for students.

One of the more difficult dilemmas we face in the teacher education profession is the tension between preparing teachers to work in schools as we know them to be and preparing them to work in schools as we envision them to be. The challenge for teacher educators and those who mentor beginning teachers is to help them prepare for the profession without losing their idealism.

The conceptual framework for this issue will draw on Fried's books on passionate teaching and learning, *The Passionate Teacher: A Practical Guide* (Beacon Press, 1995, 2001) and *The Passionate Learner: How Teachers and Parents Can Help Children Reclaim the Joy of Discovery* (Beacon Press, 2001). But contributors should feel free to use their own conceptual sources in writing about their experiences.

Manuscripts should be between 6-20 pages in length, double-spaced, and referenced in APA format. Please send four blind copies of completed manuscripts, cover letter and self-addressed envelope for return acknowledgement. Authors of accepted manuscripts will submit a final version on both hard copy and on 3 ½-inch HD disk. Deadline for submission is September 1, 2003.

Please send manuscripts to:

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