

Call for Papers for Special Issue on Action Research for Teacher Empowerment and Transformation

Guest Editors:

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Teacher Education Quarterly is interested in soliciting manuscripts for a special themed issue to include inquiry-based reports about action research projects conducted collaboratively by teachers and/or teacher educators with the goal of empowering and transforming their work with other teachers, students, student teachers, curriculum, instruction, schools, parents, and other constituents in local, national, or international contexts. We are seeking reports of action research that involve individuals and groups of practitioners who identify areas for improvement in their practice, who systematically engage in inquiry about their ideas, and who willingly make public their self-critical inquiry. The editors seek manuscripts dealing with research, practice, and policy related to the theme of ***action research for teacher empowerment and transformation***. 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 action research empowered the researchers and/or their constituents? In what ways has action research become a transformative undertaking for the researchers and/or their constituents? What issues have risen while engaging in collaborative action research projects and how have these been resolved? How have you approached various methodological issues that arise when conducting action research? In what way has your action research informed or reformed educational practices in elementary and secondary schools and in universities?

Manuscripts should be between 12-25 pages in length, double-spaced, and referenced in APA format. Please send four blind copies of completed manuscripts, cover letter and a self-addressed envelope for return acknowledgement. Authors of accepted manuscripts will submit a final version on both hard copy and on 3 1/2" HD disk. *Deadline for submission is September 1, 2005.*

Send manuscripts to: Barbara B. Levin and Sherri P. Merritt, *TEQ* Guest Editors, School of Education, University of North Carolina at Greensboro, 1000 Spring Garden Street, Greensboro, NC 27402-6170. Phone: 336-334-3443 or 336-334-3442 Fax: 336-334-4120. Questions regarding submission can be directed to bblevin@uncg.edu or sherri_merritt@uncg.edu