

CALL FOR CHAPTER SUBMISSIONS

At the Intersection of Selves and Subject:

Exploring the Curricular Landscape of Identity

(Working Title)

Editor

Ellyn R. Lyle

Dear Authors:

You are invited to submit a chapter for consideration in an upcoming edited collection that aims to raise awareness of the inextricability of our teaching and learning selves and the subjects with which we engage. By interrogating identity at this intersection, the contributors will invite readers to [re]introduce authenticity, consciousness, and criticality into their practices.

Contributions

While I am particularly interested in critical, qualitative, creative, or arts-informed approaches, I welcome divergent submissions.

Contributions are sought from authors who profile:

- the intersection of Self and Subject as it informs curricular possibilities
- the role of identity in shaping praxis
- teaching and learning identities as lived curriculum

Audience

Professors of education will find this a valuable resource for teacher education courses in Reflexive Inquiry, Philosophy of Education, Sociology of Education, Teaching Methods, and Current Issues in Education.

Manuscript Aesthetic

This collection aims to include a selection of critical, qualitative, creative, and arts-informed chapters attentive to the curricular possibilities born of the exploring the intersection of self and subject. The explicit aim of this manuscript is to advance praxis and, through it, the teaching and learning experience.

Length

Manuscripts are to be **3500 - 5000 words in length** (including references and notes). Because we have international contributors with different paper sizes, the standard 250 words/page does not apply. **Please use word count as your guide.**

The Submission Process

To have your submission considered, please email an electronic copy to Ellyn at elyle@yorkvilleu.ca. This submission must be in Microsoft Word to be considered. All submissions will be peer-reviewed.

Timeline

1 June 2016	Call for chapter submissions
30 June 2016	Intention to submit due
1 October 2016	Chapters due
16 December 2016	Accepted manuscripts returned for revision after peer review
3 February 2017	Final revisions due from contributors
31 March 2017	Manuscript revisions completed and submitted to publisher

Editor

Ellyn Lyle is an avid gardener and voracious reader of life and learning opportunities. With deep connections to place, she embraces metaphor to untangle lived experience as a way to inform teaching and learning as autobiographical experience. She began her career in secondary English classrooms before moving toward organizational contexts where she championed critical education practices and leadership for social change. She has been teaching in university since 2010 and is currently Associate Dean in the Faculty of Education. Ellyn's research interests include: the role of reflexive inquiry in practitioner development; issues of identity; narrative inquiry; praxis; and education for social justice.