

CALL FOR PROPOSALS

*The Negotiated Self:
Employing Reflexive Inquiry to Explore Teacher Identity*

(Working Title)

Editor

Ellyn R. Lyle

Dear Authors:

You are invited to submit a chapter proposal for consideration in an upcoming peer-reviewed collection that employs reflexive inquiry to explore teacher identity. Teacher identity, as imagined in this collection, resides in the foundational beliefs and assumptions educators have about teaching and learning. These beliefs and assumptions develop both inside and outside of the classroom, blurring the lines between the professional and the personal. This collection explores the suitability of reflexive inquiry to examine teacher identity as a negotiated construct informed, in part, by how we perceive ourselves and, in part, by how we are perceived by others.

Contributions

While I am particularly interested in critical, qualitative, creative, or arts-integrated approaches, I welcome divergent submissions that employ reflexive inquiry.

Contributions are sought from authors who profile:

- the epistemological merit of reflexive inquiry in identity research
- the role reflexive inquiry in identity de/re/construction
- identity as construct negotiated through reflexive inquiry

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-integrated chapters attentive to ways in which reflexive inquiry supports development of teacher identity. The explicit aim of this manuscript is to advance teacher self-study and, through it, the teaching and learning experience.

Manuscript 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.**

Manuscript Status

The call for proposals is currently open and there is a publication agreement with *Sense*.

The call will close 27 November 2017. Prior to this deadline, interested scholars are asked to submit a brief proposal only (not a completed chapter) that makes clear how their proposed contribution contributes to the aim of the overall collection.

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

15 October 2017	Call for chapter submissions
27 November 2017	Intention to submit and Chapter Proposal due
15 December 2017	Authors will be notified of acceptance status
19 March 2018	Chapters due
28 May 2018	Accepted manuscripts returned for revision after peer review
25 June 2018	Final revisions due from contributors
23 July 2018	Manuscript revisions completed and submitted to publisher

Editor

Ellyn Lyle has a longstanding background in innovative education practices, ranging from traditional classrooms to workplace and community partnerships, and technologically supported learning. In all these contexts, she has remained intensely interested in supporting the development of students and teachers as they contribute to socially equitable and sustainable programs. Ellyn holds a PhD in Education and has been teaching in university since 2010. She is currently Dean of the Faculty of Education. The use of critical methodologies shape explorations within the following areas: praxis; teaching and learning as lived experience; issues of identity; reflexive inquiry; narrative inquiry; and education for social justice. Find out more about her work at <https://yorkvilleu.academia.edu/EllynLyle>