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

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<tr>
<td>15 October 2017</td>
<td>Call for chapter submissions</td>
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<tr>
<td>27 November 2017</td>
<td>Intention to submit and Chapter Proposal due</td>
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<td>Authors will be notified of acceptance status</td>
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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