



CALL FOR PAPERS OR MANUSCRIPTS
CONTEMPORARY PERSPECTIVES THROUGH ACTION RESEARCH
ACROSS EDUCATIONAL DISCIPLINES:
THE K-12 CLASSROOM

Edited by:

Nancy T. Nasr, *Granada Hills Charter High School*
Jill Alexa Perry, *University of Pittsburgh* and the
Carnegie Project on the Education Doctorate (CPED)

The first volume in the **Contemporary Perspectives Through Action Research Across Educational Disciplines** Series edited by Nancy T. Nasr and Jill Alexa Perry

This volume of the *Contemporary Perspectives Through Action Research Across Educational Disciplines* series will showcase action research studies that aim to contextualize contemporary problems of practice in the K-12 classroom. Specifically, this volume aims to provide practitioners and teacher educators with a reference to action research findings that are specific to two broad K-12 disciplinary fields: STEM and Humanities. Presenting K-12 action research as an initial volume ensures that practitioners wishing to improve their practice have access to a resource that provides timely insight into issues, problems and potential solutions that commonly impact their specific disciplinary contexts. The editors invite chapter proposals that use an action research methodology to explore and contextualize a contemporary problem of practice in the K-12 classroom. Contributions may include the use of quantitative, qualitative, or mixed-methods action research designs. We welcome pieces that address contemporary problems of practice that are likely to be of interest to a broad cross-section of K-12 practitioners, and we encourage submissions generated from dissertation in practice work.

Topics of interest include, but are not limited to:

- Student learning outcomes in diverse K-12 settings
- Teaching and assessment strategies across K-12 disciplines
- Novel K-12 curricular interventions
- Student self-efficacy in various K-12 disciplinary contexts
- Engagement and motivation for diverse K-12 student populations
- Strategies to improve K-12 student disciplinary literacy
- K-12 practitioner growth and change

Proposal Submission

We seek proposals that draw from the author/s own action research in their K-12 settings. Work from dissertations in practice are most welcome. Please review the manuscript submission guidelines below for understanding of full project. Proposals should be made on one single-spaced page, and consist of your name and affiliation, email address, a tentative title, and an abstract (200-250 words). Please include an additional page with a brief biography (200-300 words) and relevant professional publications. All proposals should be sent as a single Word file of two pages to Dr. Nancy Nasr (nnasr@email.sc.edu/nnasr@ghctk12.com) by May 14, 2021.

Manuscript Submissions

Authors of accepted proposals will be notified by June 11, 2021. Full manuscripts should be:

- 5,000 to 7,000 words (not including references)
- Times New Roman 12 font
- Double spaced text
- 7th edition APA style

Graphics and images may be included but should be attached as separate documents. See Author Guidelines at <http://www.infoagepub.com/guidelines.html>.

Chapters should draw from the author/s own action research in their own K-12 classroom setting. The end of the chapter should provide a summary of key reflections and insights on the research methodology, and recommendations for further reading may to encourage readers to expand their knowledge.

Manuscripts should be submitted by email as a Microsoft Word document by October 1, 2021.

Send Inquiries to: Nancy T. Nasr (nnasr@email.sc.edu/nnasr@ghctk12.com) or Jill Alexa Perry (jperry@pitt.edu/jillaperry@cpedinitiative.org)

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Tentative Schedule for Publication:

Abstract Submissions: May 14, 2021

Notification of invite to submit chapter: June 11, 2021

Submission of book chapter: October 1, 2021

Reviews of book chapter manuscripts sent to author(s): February 4, 2022

Receipt by editors of final draft of book chapters: May 27, 2022

Final book submitted to publisher: July 31, 2022

Anticipated publication: Fall 2022