

**Enhancing the value of teacher education research:
Implications for policy and practice**

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“KEY ISSUES IN TEACHER EDUCATION: POLICY, RESEARCH AND PRACTICE”

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Book concept

The purpose of the book is to help us think about the value of research in and on teacher education by exploring the various dilemmas facing teacher education research and the implications that emerge for policy and practice. Although research in and on teacher education has increased over the past decade, the value of teacher education research continues to be questioned by other academic disciplines, policymakers and even teachers themselves. This is partly because teacher education has not yet found its footing in the landscape of higher education (Zgaga, 2013), while the understanding of what research-based teacher education means often differs between policymakers and teacher educators (Smith, 2015).

To enhance the value of teacher education research, it is crucial to examine the dilemmas inherent to this field. It is for example one thing to speak of research as a segment of the study of future teachers, and another to speak of research as a necessary task for teacher educators. In the first case, we are talking about the value of research in teacher education, while in the second case about the need to produce research that focuses on the practice of teacher education. When it comes to research on teacher education, another tension that emerges is utilising the variety of research methods available, while also paying attention to interdisciplinarity. Teacher education researchers have often been urged to conduct large-scale and longitudinal studies or ensure that the small-scale studies are linked in order to systematically develop a knowledge base for the field (Mayer & Oancea, 2021). Without such a knowledge base, the potential of teacher education research to inform policy proves to be minimal (Darling-Hammond, 2016). At the same time, teacher education research should avoid the risk of becoming obsolete for the practice, finding instead meaningful ways to connect with the reality of teacher education institutions.

To help us bridge those dilemmas, the book aims to address several deeper questions, such as:

- What is the purpose of research in teacher education? What is the value of research-based teacher education, and what do we mean preparing teachers as researchers?
- Which are effective ways to produce a knowledge base for teacher education? What is the value of small-scale practitioner-based research and why is it important for teacher education? What kind of indicators we need for standardised monitoring studies and who should be defining them? Which are future research topics relevant for the field?
- How can teacher education research inform policy? How is policy utilising teacher education research? How is the governance of teacher education influencing research in the specific field?

- What is meaningful research for teacher education practice? How can we design research and curricula that have an optimal impact on the practice of teachers, teacher educators and student teachers? How can we avoid the risk of teacher education research becoming obsolete for the practice?

Structure of the book:

The book will be divided into four main sections focusing on:

- The value of research in teacher education: Research-based teacher education and the role of teachers and teacher educators as researchers.
- The value of research on teacher education: Innovative approaches in conducting teacher education research at pre-service and in-service levels.
- Teacher education research and policy: The potential of research to inform and evaluate the impact of policy.
- Teacher education research and practice: Designing research and curricula that are meaningful for the practice.

We welcome theoretical and empirical contributions that clearly fit under one of the book's main thematic sections. Manuscripts are going to be reviewed. Decisions regarding the inclusion of papers to the monograph will be based on the content and quality of the submitted papers

Author Instructions

Please ensure that your own manuscript is prepared in a timely manner and in accordance with the Instructions for Authors.

Please note that:

- Submissions should be original and unpublished work;
- Manuscript should be around **7000-8000 words**, including references;
- Manuscripts are going to be reviewed;
- A list of references should be attached at the end of your article;
- An abstract and keywords in the chapters will not be printed in the book but they will facilitate discovery services online.

As an author of the chapter you are responsible for the proofreading of your manuscript. If you are not a native speaker, on behalf of Brill I encourage you to have your manuscript read by a native speaker before submitting it, or to make use of the language-editing services provided by Peerwith.

If the editorial state of any chapter is deemed inadequate by the editor, the editor may refrain from including the chapter in the Volume.

Time Frame

1	Submission of chapters to editor	September 15, 2022
2	Feedback from editor on chapters	October 01, 2022
3	Final chapters submitted for peer review	October 15, 2022
4	Peer review of chapters	October 15 – November 30, 2022
5	Revisions of the chapters and adaptation to formal requirements by the authors	February 28, 2023

6	Final corrections and submission of manuscript to publisher	April 15, 2023
7	Publication	Autumn 2023

Suggested Chapter Layout

- First page - the beginning of each chapter must include: Author(s) Name(s), Affiliation(s), city, country and Corresponding author's email address
- Running title of chapter (max. 60 characters incl. spaces and punctuation marks)
- Abstract (ca. 200 words)
- Keywords (ca. 4-6)
- Introduction
- Literature review
- Methodology & methods
- Findings
- Discussion
- Conclusions
- References

Formatting

When finalizing your chapter, please pay attention to the following elements:

- The text should be justified, and the text area is 11.5 x 19.5 cm (excluding running head and page number). Body text should be in 11 pt, Endnotes and References should in 9 pt.
- Please use 11 point font size in **Brill font** (please look at the attached document:Brill _Sense template).
- All line spacing should be single (line height is 13.45 pt), apart from exceptions that will be mentioned below,
- Clearly mark (the level of) headings, (block) quotations, paragraphs, insertion points for illustrations and/or tables, footnotes.
- A running title for each chapter (max. 60 characters incl. spaces and punctuation marks).
- Distinguish in typing 0 (zero) from O (capital letter); 1 (one) from i, l (letters).
- The first line of a paragraph should be indented, except after a blank line, a (sub-)heading or a block quotation. Use a tab, not spaces, for indentation. Normally, paragraphs should not be separated by a blank line.
- If you use section headings, make sure they are recognizable as such. If you have more than one level, there should be a clear and consistently used distinction between them. Please avoid numerical levels, such as 1.1.1.3, for books in the humanities, unless you use more than 4 levels of heading (to be avoided as much as possible). Roman capitals and letters as numbering (also for chapters) should not be used. For typesetting purposes preparing the final version 11 you could mark the section heading levels with l1, l2, l3, which will be removed at typesetting. Brill adheres to use of title-casing in section headings.
- Use footnotes rather than endnotes. Endnotes should be converted to footnotes.
- Avoid footnotes to chapter titles.
- Footnote numbers should follow any punctuation marks.
- Tables should always have their own note numbering, i.e. a, b, c, etc.
- Use italics for italics. Underlined text will be typeset as italics.

- Use small caps for acronyms consisting of two or more letters, with or without full stops and with or without a hyphen or space. Exceptions are manuscript *sigla* and initials in names. Compound abbreviations, with or without a hyphen or space, should be viewed as one word and this determines whether or not it is set in small caps. For example, oun-b, rg 242, eg c, 4qrp, lxx, etc. are set in small caps and Russia–us relations, 4QpaleoExod, SCSer, Biblnt, etc. remain as is; i.e. since they consist of both capital and lower case letters, the capitals are not changed to small caps.
- Quotation marks: Please be consistent in your use of single and double quotation marks and the placement of punctuation before or after the closing quotation marks. See *The Chicago Manual of Style* or *The Oxford Style Manual*.
- Larger sections of quoted text should be set off from the running text by a blank line before and after the quoted text, and the text should be indented on the left-hand side. No quotation marks should be used for these block quotes.