Bridging the Research-Practice Gap: Research Translation and/or Research Transformation

Understanding Student Cognition Through an Analysis of Their Preconceptions in Physics

Evaluation of Elementary Students' Attitudes Toward Science as a Result of the Introduction of an Enriched Science Curriculum

Circles of Influence: The Role of School-Community Partnerships in the Character Formation and Citizenship of Secondary School Students

Mothers’ Beliefs About Literacy Development: Indigenous and Anglo-Australian Mothers From Different Educational Backgrounds

The Effect of Ethnic Identity and Bilingual Confidence on Chinese Youth’s Self-Esteem

A Theory of Success for Disadvantaged Children: Reconceptualization of Social Capital in the Light of Resilience

Reconceptualizing the Mathematical Preparation of Secondary School Mathematics Teachers

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Call for Papers

Theme Issue:  *Expanding Knowledge Systems in the Teacher Education Program*

Guest Editor:  Cora Weber-Pillwax

The *Alberta Journal of Educational Research* invites submissions from researchers whose interests include exploring the potential for Indigenous and other knowledge systems to revitalize and revolutionize teacher education programs in Canadian and international contexts.

In the past 20-30 years, teacher education has emphasized diversity, sustainability, and globalization as foundational concepts underpinning other standard elements: managing the learning environment, student assessment, and core curricular content. Recently critical scholarship has pointed out that the theories and praxes of these concepts have not been sufficiently developed to respond fully to the concerns of the vulnerable populations most directly implicated in the meanings, discourses, and applications of such terms. For example, the children who are gradually filling most of the seats in standard classrooms increasingly are Indigenous people or immigrants. Experiences in these classrooms reflect models of teacher education that are confined to the parameters and limitations of a Western intellectual tradition. The literature contains many stories of failure in relation to these experiences.

Given the inadequacies of the Western intellectual tradition to create or develop effective educational programming to meet the needs of all students, it seems incumbent on educational researchers to consider seriously how other, particularly Indigenous, knowledge systems can contribute to contemporary teacher preparation programs.

Because North American teacher education systems are marketed and modeled in other countries, it follows that other knowledge systems are affected. Where the Western intellectual tradition underlying teacher education programs has had to face serious challenges to its inherent binary oppositional thought and epistemological dualism, postmodern theorizing has posited explanations and resolutions to this Western breaking apart of its meaning structures. Indigenous scholars, however, speak critically of postmodernism as merely another attempt to maintain Western domination.

Submissions must be received by **September 15, 2008**

Authors planning to submit a manuscript should first send a statement of intention (250 words) well before September 15 in order to receive feedback on the appropriateness of the proposed article. Abstracts, intention statements, suggestions, and inquiries should be sent to: Cora Weber-Pillwax, University of Alberta, by e-mail ckw@ualberta.ca; or fax (780) 492-2024.

Send manuscripts, indicating consideration for the Theme Issue, to Cora at ajer@ualberta.ca
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Use a standard typeface and size such as Times New Roman 12 pt. and double-space throughout, including block quotations, references, and notes. Manuscripts are not to exceed 6,500 words excluding graphics. Please indicate the word count (text only) in the cover letter accompanying manuscripts. Provide an abstract of approximately 100 words either in a separate file or on a separate page. To ensure anonymity in the review process, the author’s name and affiliation should appear only on the title page; the title alone heads the first page of the manuscript.

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The Research Notes section provides a means for educational researchers to communicate with one another about their research in progress. Because ajer is so widely indexed nationally and internationally, it is effective in supporting such exchanges. The Research Notes are also a useful means for reporting on smaller research
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The Note should report briefly on the author’s/authors’ research-in-progress or recently completed research and should feature work that has not been reported elsewhere in journal publications. This current work should be situated, briefly, in the context of other pertinent scholarship, including the author’s or authors’ related research. The focus of the Note could be either a specific study or an overview of an ongoing line of inquiry where fuller reporting of results will not occur in print for some time. The maximum length for a Note is 1,000 words, excluding references and one or two tables or graphs. Please include a word count in your cover letter and a copy of the document either as an e-mail attachment or on diskette. Acceptable file formats are Microsoft Word for Windows and Microsoft Word for Macintosh or Rich Text Format (RTF) from either platform. To encourage communication between researchers, authors of Research Notes are asked to provide contact information including a one-line biographical note, full mailing address, e-mail, fax, and/or telephone numbers for publication with each Note. This biographical and contact information should be included in the document file on the diskette submitted. No abstract is required, but in all other respects the usual ajer guidelines for manuscripts should be observed.

Submissions to Research Notes will be reviewed for readability, rationale, clarity, logic, organization, length, and adherence to all Alberta Journal of Educational Research (ajer) guidelines. Any submission that is judged to meet these criteria will be published as soon as possible. Any submission that is judged to require revisions according to the criteria outlined will not be published, and revisions will not be invited as the Notes must be current if they are to serve the purposes identified.

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