



The *Journal of Curriculum and Instruction (JoCI)* is a peer-reviewed, electronic journal that provides a forum for the dissemination of articles focused on research, practice, and related issues relevant to teaching and learning in the Pre K-12 environment. *JoCI* is supported by the Department of Curriculum and Instruction, in the College of Education at East Carolina University.

Audience & Contributors

The audience for this journal includes higher education faculty, Pre K-12 teachers, graduate students in education, pre-service teacher education candidates, school administrators, and educational policymakers with an interest in curriculum and instruction. Contributors to the journal include classroom teachers, researchers and other practitioners from Pre K-12 schools, colleges, and universities.

The Journal Layout

Research Forum – This peer-reviewed section includes empirical and action research, case studies, qualitative research, research reviews, reviews of the literature, empirically-based position papers, and policy analyses. Manuscripts are evaluated on the basis of their innovation, quality of scholarship, and contribution to the field of curriculum and instruction.

Practitioner's Platform – This peer-reviewed section includes practical and descriptive articles that are evaluated on the basis of their innovation, quality of professional writing, and contribution to the field of curriculum and instruction. An emphasis is placed on publishing those articles providing clear and replicable examples of research-based practice applied in Pre K-12 settings. While a detailed literature review and analysis of underlying theory are not required for such articles, manuscripts for this section must describe a literature-supported practice and provide citations that document the relevant literature.

Perspective – This section includes peer-reviewed commentaries or articles describing research-supported perspectives related to issue themes. Innovative approaches and ideas are particularly appropriate for this section.

CALL FOR MANUSCRIPTS

Themed Issue Publication January 2009

Using Action Research to Improve Educational Practices

Guest Editor: Cher Hendricks, University of West Georgia

Twenty-first century educators work in a political climate that stresses increased student learning outcomes and the implementation of scientifically-based practices. Determining effective school-based practices is critical in meeting these expectations and assuring students are making appropriate educational progress. Action research has the potential to be a powerful change agent encouraging educators to more fully investigate and consider possible solutions for real-world problems. Educators engaged in action research efforts not only identify specific areas of inquiry and systematically examine possible alternatives, but they also enhance their practitioner knowledge and improve student learning. Action research empowers educators as decision-makers and self-regulated professionals.

The fourth issue of the *Journal of Curriculum and Instruction (JoCI)* focuses on the role of action research in professional development and how it may result in improved educational practices. Articles are sought describing the action research process and examples of action research conducted within schools. Other articles might address strategies for implementing and evaluating action research, or describe the successes and/or barriers to conducting action research in classrooms including ethical, time management, methodological, research design, and data analysis issues. Additionally, articles focusing on effective instruction about action research in teacher education and professional development are welcome.

Submission Deadline: June 15, 2008 at noon EST

<http://www.joci.ecu.edu> E-mail: joci@ecu.edu