The *Journal of Curriculum and Instruction* (*JoCI*) is a peer-reviewed, open-access online journal that provides a forum for the dissemination of scholarly 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. The journal is published semi-annually.

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

JoCI welcomes submissions that are approximately 2,000 - 5,000 words. Manuscripts should include an informative abstract of 100-150 words. Manuscripts should conform to APA standards as outlined in the *Publication Manual of the American Psychological Association* (5th ed., 2001). Manuscripts that are of high quality, appropriate for *JoCI*, and adhere to the submission guidelines will undergo a double-blind review process.

CALL FOR MANUSCRIPTS:
Open Theme
Submission Deadline: APRIL 1, 2010 at midnight EDT

The editors of the *Journal of Curriculum and Instruction* welcome manuscripts that address topics related to current trends in curriculum and instruction in Pre K-12 teaching and learning. Manuscripts submitted to *JoCI* should make a unique contribution to the knowledge base and be current, innovative, and applicable to the Pre K-12 environment. Manuscripts should be original, coherent, and understandable.
Issue Publication November 2010

CALL FOR MANUSCRIPTS:
Preparing Students with 21st Century ICT Literacy in Math and Science Education
Submission Deadline: October 15, 2010 at midnight EDT

Information and Communication Technology (ICT) literacy encompasses the ability to use technology to develop content knowledge and skills in support of 21st century teaching and learning. A society that lacks a workforce with ICT literacy is not equipped to compete in today's global economy because these skills are essential to the development of effective citizens, workers, and leaders. In an increasingly digital and global learning landscape, determining effective ways to use technology to enhance teaching and learning in the areas of mathematics and science is critical. This issue of the *Journal of Curriculum and Instruction* focuses on the design and development of digital-age learning experiences in mathematics and science education at both the PreK-12 and teacher education levels. Articles are sought describing practices and strategies as well as research results and challenges. Of interest is the intersection between ICT literacy and mathematics and science education. Other articles might identify barriers to the use of specific technologies in practice.
Issue Publication May 2011

JoCI welcomes manuscript submission to three distinct peer-reviewed sections:

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

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