

Call for Chapter Proposals

Constructivist Practices in Teacher Education: Theory, Methods, and Challenges

Edited by

Elizabeth A. Ethridge, Ed.D., Amber H. Beisly, Ph.D., and Kate Raymond, Ph.D.

Teacher educators play a crucial role in shaping future teaching professionals by fostering creativity, critical thinking, and problem-solving through instructional practices based on constructivist pedagogy. By creating inclusive, real-world-focused learning environments, they help foster preservice teachers' understanding of constructivist principles. Nevertheless, a gap often exists between advocating for constructivism and applying it in practice.

This book explores the intricate relationship between theory and practice in teacher education, highlighting constructivist methods, real-world strategies, and the challenges and opportunities of implementing them. It provides practical guidance and valuable insights for teacher educators aiming to align their teaching with research-based constructivist principles.

Recommended Topics: Chapters may address, but are not limited to, theoretical foundations of constructivist pre-service teacher education (e.g., principles of constructivism, application across disciplines, or pre-service teacher beliefs), constructivist practices (e.g., relationship building, facilitation, collaborative learning, technology integration, or assessment), professional responsibilities, field experiences, or challenges in implementation. Each chapter should address preservice teacher education (Birth – 12) with the option to focus on preparing teachers for specific grade levels or disciplines.

Targeted Audience: This book will emphasize constructivist theory and support teacher educators' use and understanding of the theory in their own teaching. It will serve as a resource for teacher educators, graduate students who plan to be teacher educators, educational supervisors and professional development leaders.

Proposal Submissions: We invite **chapter proposal submissions between 750 - 1,250 words** on or before **February 4, 2025**. Submissions should clearly explain the purpose of the chapter and provide a detailed outline for the chapter with explanations. State in your proposal whether your chapter will be **research or practitioner based**. Please email chapter proposals as Microsoft Word attachments, double-spaced, Times New Roman 12 pt., with a cover page that contains full contact information for the authors to **Libby Ethridge, Ed.D. (ethridge@ou.edu)**. Prior inquiries are welcome. Practitioner chapters will be between 5,000-7,000 words and research chapters will be between 8,000-10,000 words total.

Tentative Schedule for Publication:

Chapter Proposal Deadline: Tuesday, February 4, 2025

Invitation to Contribute a Chapter: Tuesday, February 18, 2025

Draft Chapters for Blind Peer Review: Tuesday, April 22, 2025

Return of Blind Peer Reviewed Chapters: Friday, June 20, 2025

Submission of Revised Chapters: Tuesday, July 29, 2025

Submission of Final Chapters to **Routledge/Taylor & Francis Group**: October 2025

Anticipated Publication in summer 2026