

Call for Chapter Submissions for a New Book entitled:

Beyond the Technical-Rational: Drawing on Social Theory for Teacher Education Research

Edited by Kathleen Nolan (*University of Regina, SK, Canada*) & **Jennifer Tupper** (*University of Alberta, AB, Canada*)

Book Overview:

Traditionally, research and practice in teacher education have had a technical-rational focus on productions of knowledge, skills, performance and accountability. Such a focus, it can be argued, serves to (re)produce our current educational systems instead of noticing and critiquing the wider modes of domination that permeate schools and school systems. In this book, the authors make an argument for drawing on social theories and theorists (for example, the work of Barad, Bourdieu, Foucault, Derrida, Butler, Kristeva, and Deleuze) to inform research in teacher education— research that moves the agenda beyond technical-rational concerns and toward building a critically reflexive stance for noticing and unpacking the sociopolitical contexts of schooling. The chapters in this book make explicit how innovative social theory-driven research can challenge and change teacher education practices.

Proposals for chapter contributions, in the form of a **250-350 word abstract**, are being requested (**deadline: July 15, 2017**). The chapter abstract must clearly describe:

- 1) The area of teacher education focus (for example, elementary level; secondary level; subject-specific curriculum; field experience; course development, etc.) as well as the specific research question/purpose;
- 2) The social theory and/or theorist drawn upon for the research design, method, and/or analysis (including, but not limited to, the work of Karen Barad, Pierre Bourdieu, Michel Foucault, Jacques Derrida, Judith Butler, Julie Kristeva, Gilles Deleuze, etc.);
- 3) Explicit connections between theory and research practice that could offer innovative/unique ways of thinking about social theory-informed methodologies and analyses in teacher education research.

Chapter abstracts should be submitted, in Word format, to Dr. Kathleen Nolan (kathy.nolan@uregina.ca).

Abstracts received by July 15, 2017 will be reviewed by the editors and authors notified of review results no later than September 30, 2017. Authors invited to submit full chapters (8,000-10,000 words) will have until March 31, 2018 for their submission, which will be followed by a peer-review process. Publication of the book is planned for Fall 2018.

The full book manuscript will be submitted to the Bloomsbury book series entitled, *Social Theory and Methodology in Education Research* (Series Editor: Mark Murphy, University of Glasgow). This series provides a collection of books exploring various applications of social theory in educational research design and providing a detailed account of how theory and method influence each other in specific educational research settings (such as schools, early years, community education, further education colleges and universities). The series represents the richness of topics explored in theory-driven education research, including leadership and governance, equity, teacher education, assessment, curriculum and policy studies.