

Invitation to contribute

International Perspectives on Knowledge Integration in Pre-service Teachers' and Future Educational Specialists' Professional Development Theory, Research, and Good Practice

Dear Colleagues,

I am in contact with 'Brill | Sense Publishers' to edit and publish a book on "International Perspectives on Knowledge Integration in Pre-service Teachers' and Educational Specialists' Professional Development." Interested scholars who want to contribute a chapter (or more than one) are invited to email Thomas Lehmann <tlehmann@uni-bremen.de> by **30 October 2018** with a brief abstract.

Brill | Sense is a well-established international academic publisher with offices in Boston (USA), Leiden, Rotterdam (Netherlands), Paderborn (Germany), Taipei (Taiwan), and Singapore (SG). Further information about the publisher can be found here: www.brill.com | www.sensepublishers.com.

Rationale behind the book

Interest in *knowledge integration* (KI) has been growing considerably in recent years, particularly in pre-service teacher education. More recently, this interest was also targeted towards prospective educational specialists other than future primary and secondary school teachers.

In related studies, KI is mainly conceptualized in two ways:

- (1) As a form of learning which incorporates a dynamic process of interrelating originally unconnected pieces and structures of knowledge, both pre-existing and newly acquired, in order to promote an integrated knowledge base and a coherent understanding across multiple conceptually distinct knowledge domains.
- (2) As a form of decision making and problem solving which incorporates applying different types of knowledge and/or ideas from different knowledge domains in order to generate solutions that are reasonable from multiple intellectual perspectives.

Admittedly, these 'modes' of KI are not clear-cut. They may rather be interacting.

Regarding the types of knowledge, KI might involve declarative, conceptual, procedural, and conditional knowledge, implicit and explicit knowledge, or experiential knowledge, formal knowledge, as well as personal beliefs, for example.

Regarding conceptually distinct knowledge domains, KI of future pedagogues might involve domains such as content knowledge (CK), generic pedagogical knowledge (PK), pedagogical content knowledge (PCK), and/or technological knowledge (TK), as well as knowledge of educational scientific contents and knowledge of socio-scientific research methods.

Major themes of the book

The book aims to provide insight into pre-service teachers' and prospective educational specialists' knowledge integration as part of their professional development. It features four major themes:

- Part I:* Theoretical conceptions linking knowledge integration and the professionalization of pre-service teachers and prospective educational specialists
- Part II:* Research on knowledge integration as part of learning and professional development
- Part III:* Research on knowledge integration as successful decision making and problem solving in educational practice
- Part IV:* Good practices to learn from for improving students' knowledge integration

The themes are tentative and might be adapted in dependence of all accepted submissions.

Call for Proposals

Prospective authors (co-authors are welcome) are invited to submit chapter proposals including title, abstract (150-200 words), keywords, and up to five key references not later than **30 October 2018** to Thomas Lehmann, University of Bremen, Germany < tlehmann@uni-bremen.de >. Please indicate the part of the book (see above) in which you would like to have your contribution placed.

Contributions may be in the form of *integrative reviews* for part I, *original research* and *work-in-progress studies* for part II and III, and *good practice reports* for part IV of the edited volume. Integrative reviews provide an overview and synthesize relevant literature. Original research papers are primarily concerned with empirical research. Work-in-progress studies provide early insights into or document progressions of research. Good practice reports are descriptions of successfully implemented innovations or accounts of ongoing projects which may not otherwise be written up as a conventional research article.

Authors are welcome to submit more than one chapter proposal. Upon acceptance, the final chapter(s) should be completed not later than **30 March 2019**.

Please note: For each accepted submission the author(s) agrees to provide reviews for two other contributions. Reviews should be returned until **15 May 2019**.

To facilitate a double-blind peer review process, both authors and reviewers are asked to ensure that they do not provide information on their identity.

All reviews will be assessed and forwarded to the authors with further comments by **15 June 2019**.

The finalized chapters are due not later than **15 August 2019**. Each chapter should not exceed 12,000 words inclusive of tables and references (shorter chapters are welcomed). Further preparation guidelines will be sent to the authors upon proposal acceptance.

Timeline

- 30 October 2018: Due date for proposals including title, chapter summary (150-200 words), keywords, five key references, and the part of the book (see above)
- 30 March 2019: Due date for draft chapters
- 15 May 2019: Due date for anonymous peer reviews
- 15 June 2019: Chapters returned with anonymous peer reviews and further comments
- 15 August 2019: Due date for final chapters
- Winter 2019: Envisioned publication date

How to contribute?

Please submit your chapter proposals as specified above via e-mail to

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Please do not hesitate to contact Thomas if you have any inquiries.