

ITE Book Review Guidelines

Issues in Teacher Education is enthusiastic about soliciting book reviewers and book reviews from our readership. If you are interested in volunteering to be a book reviewer, please write to Suzanne SooHoo at soohoo@chapman.edu or Margaret Olebe at molebe@csu.edu and provide the following information: name, rank, institution's name, institution's address, email address and expertise/interests.

Should you be interested in submitting a book review, please consider the journal's mission statement when selecting the appropriate book to review.

ITE Mission Statement

Issues in Teacher Education is a scholarly publication focused on the education of teachers from initial preparation through induction and ongoing professional growth. *Issues* examines teaching from a practical stance, inviting commentary, discussion and analysis on the nature and quality of the profession from a variety of perspectives.

Questions to Consider

ITE is interested in featuring book reviews that promote the knowledge and scholarship of its readership. Toward this end, the author may want to consider the following questions when writing the review. While it is not necessary or even desirable to answer each question, the set as a whole represents the features of a scholarly review. These questions are intended to be a guide, not a checklist.

Overview:

- ◆ What is the subject/topic of the book?
- ◆ What is the author's background?
- ◆ What is the thesis or purpose for writing this book?
- ◆ What is the genre of the text? Briefly describe the organizational structure and writing style.

Analysis:

- ◆ Are the theories or facts organized in such a way as to support the thesis of the book most effectively?
- ◆ Does the author make a novel contribution to the literature? e.g., collaborative scholarship, original data sources, integrating two dissimilar disciplines, unconventional theoretical frame, etc.
- ◆ What is the nature of the evidence presented?
- ◆ What conclusions does the author make? Are the author's conclusions supported by evidence?

Insights:

- ◆ How has this book informed your own work or understanding of the subject?
- ◆ What is the historical significance of the book?
- ◆ Has the book challenged you intellectually, raising new questions and/or presenting the material in a novel manner?
- ◆ Would you recommend this book to others? To whom? (teacher educators, practitioners, community members, policy makers, etc.)

Book Review Criteria

The Book Review Editor in consultation with the Editor will make decisions on acceptance for possible publication based on the following criteria:

- ◆ Does the review help readers form a clear idea of the contents of the book under consideration?
- ◆ Is the review fair and accurate in its presentation of the evidence, arguments, and methodology of the book?
- ◆ Does the review present a reasoned evaluation of the book and its conclusions?
- ◆ Is the review written in a manner that will promote understanding and further discussion? Is it respectful in tone?
- ◆ Does the review satisfy editorial standards of clarity of presentation, organization of ideas, and quality of writing?
- ◆ Does the review fit within the specific format and length requirements of this journal?

Publication of commissioned reviews is presumed, but only when in the Editors' judgment the criteria listed above are satisfied. Commissioned reviews should be completed by the agreed upon deadline.