

*ISSUES IN TEACHED EDUCATION*  
*BOOK AND MEDIA REVIEW GUIDELINES*

*Issues in Teacher Education* is enthusiastic about soliciting reviewers and reviews from our readership. Reviews are widely construed. A review may be traditional in that it explores and contextualizes a single book. Alternatively, a review may be in the form of an essay encompassing several related books or it may explore other media, such as film, digital media, and/or websites. Reviews range from 700-1500 words.

If you are interested in volunteering to be a book reviewer, please contact Barbara Garii at [Barbara.garii@oswego.edu](mailto:Barbara.garii@oswego.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 review, please consider the journal's mission statement when selecting the appropriate book or other media to review. You are welcome to contact me to discuss potential sources to review.

The focus of *Issues in Teacher Education* is the education of teachers from initial preparation through induction and ongoing professional growth. *ITE* 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***

SINGLE WORK (E.G., BOOK, FILM, WEBSITE): A review of a single work contextualizes the work in the broader perspective of teacher education theory and practice. The aim of the review is to analyze the book or media source and suggest implications, contextualization, theoretical understandings and/or challenges that arise. By contextualization, we mean that you may need to refer to other recent literature (usually, no more than 5 or 10 articles) to frame the work under consideration.

Ideally, a review of a single work includes a brief overview of the idea(s) presented in the work with a larger focus on analysis and professional insights.

The reviewer 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 single work?

What is the author's background?

What is the thesis or purpose for writing or presenting this work?

What is the genre of this work? Briefly describe the organizational structure and presentational format (e.g., writing style)

Analysis:

Are the theories or facts organized in such a way as to support the thesis most effectively?

Does the author make a novel contribution to the literature? For example, collaborative scholarship, original data sources, integrating two dissimilar disciplines, unconventional theoretical frame.

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 work informed your own scholarship or understanding of the subject?

What is the historical significance of this work?

Has this work challenged you intellectually, raising new questions and/or presenting the material in a novel manner?

To whom would you recommend this work (e.g., teacher educators, practitioners, community members, policy makers) and why?

**SEVERAL RELATED WORKS:** A Review Essay ties together two or more works that share a theme and contextualizes the them broader perspective of teacher education theory and practice. The works may share a point of view or consider the same topic through very different lenses. The reviewer may address works within a single media type (e.g., comparing books or websites) or across media types (e.g., comparing a book, a film, and a website that all address a similar theme). Thus, a Review Essay compares, contrasts, and identifies strengths and challenges associated with the authors' perspectives and addresses how the medium of publication enhances or detracts from the message. By contextualization, we mean that you may need to refer to other recent literature (usually, no more than 5 or 10 articles) or media sources to frame the works under consideration.

The Review Essay includes a brief overview of each work in a way that allows the reviewer to address such questions as

Analysis:

What is the nature of the evidence presented? How strong is the evidence? How does the evidence offered in the different works support and/or contradict each other?

What conclusions do the authors make? Are the conclusions supported by evidence?

What impacts might the different authors' ideas, evidentiary warrants, and conclusions have on teacher preparation, teacher practice, and/or educational reform issues?

Insights:

How have these works informed your own scholarship or understanding of the subject?

In what ways has the juxtaposition of ideas presented challenged you intellectually, raising new questions and/or presenting the material in a novel manner?

How does the presentation style (e.g., print media, film, website) influence, support, or detract from the message?

To whom would you recommend these works (e.g., teacher educators, practitioners, community members, policy makers) and for what purposes?

***Book and Media Review Criteria***

The Book and Media Review Editor in consultation with the Co-Editors 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 work(s) under consideration?
- ✓ Is the review fair and accurate in its presentation of the evidence, arguments, and methodology of the work(s)?
- ✓ Does the review present a reasoned evaluation of the work(s) and its (their) conclusions?
- ✓ Does the review contextualize the work(s) within the broader specter of teacher preparation and/or practice?
- ✓ Is the review written in a manner that will promote further discussion? Is it respectful in tone?
- ✓ Does the review satisfy editorial standards of clarity of presentation, organization of ideas, and quality of writing? (This includes utilization of APA guidelines for citations and references.)

- ✓ Does the review fit within the specific format and length requirements of this journal? (Book and digital mediareviews are generally 750-1500 words.)

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.