

## *Thresholds in Education* (ISSN 0196-9641)

### CALL FOR PAPERS

#### Guest Editors:

Karla Smart-Morstad and Sara Triggs, Concordia College, Moorhead, MN

**Special Issue: What can American educators learn from international education?**

#### The Thresholds Story

*Thresholds in Education* (originally *Thresholds in Secondary Education*) was first published in 1975 by faculty members at Northern Illinois University in DeKalb. Their intention was to “explore fresh ideas and viewpoints that may become the pathways to the future,” and for 35 years this venerable journal published four thematic issues a year. In those 35 years, articles by well-known educators and non-educators including Theodore Brameld, Benjamin Spock (yes, Dr. Spock), Linda O’Neil, Bill Ayers, William Schubert, Jan Woodhouse, Deron Boyles, Ming Fang He (to name just a few) appeared in the pages of *Thresholds* doing exactly that: exploring fresh ideas and viewpoints. However, in the face of rising publication costs and the growing contemporary online publication milieu, the last print version of *Thresholds* was published in 2010. Fast forward to 2014. In discussions between the *Thresholds* Foundation executive board and representatives of the *Academy for Educational Studies*, a plan was hatched: re-launch *Thresholds in Education* as an open access online journal and house it at the *Academy for Educational Studies* web site. We hope you will visit the *Thresholds* archive (nearly completed) at [the Academy for Educational Studies](#) web site; suggest future theme issues and guest editors; and, in short, join us in bringing back into existence an important venue for sharing educational ideas.

#### Overview

This special issue seeks to bring descriptions, arguments, and studies from and about international educators’ work to the attention of American educators in teacher education or k-12 settings. In an era of “America First,” we need to continue to learn from our global partners in the very human endeavor of education. Our question is: What can American educators learn from international education?

#### What The Co-Editors of This Issue Welcome

We welcome qualitative and mixed-methods research; essays; and, open letters to American educators from American and international writers. The co-editors seek thick description in research reporting and concrete arguments with images and quotations as examples. Our aim is to make educational issues accessible, visible, storied, and filled with the voices of administrators, teachers, students, and parents. Quantitative research that includes more than numerical data points in the findings, arguments, and recommendations will be considered.

#### Possible areas for writings include, but are not limited to the following:

- Curriculum
- Leadership

- Relationships shaping school and classroom climate
- Assessment
- Pedagogy
- Addressing diversity
- Collaboration with parents and community

### **Author Guidelines**

Please email paper/chapter, including abstract, 4—7 keywords, and 3—5 sentence author(s) bio to [smart@cord.edu](mailto:smart@cord.edu) by May 15, 2017 for review.

### **Final Manuscript Formatting**

- *TIE* accepts manuscripts of up to **10,000 words**, including abstract, list of keywords, appendices, footnotes and references, and reserves the right to return any manuscript that exceeds that length (APA style)
- All text must be double-spaced; Times New Roman font with 12 point type required; 1-inch margins on all sides.
- Authors should refer to *APA* for general questions of style, grammar, punctuation, and form, and for footnotes of theoretical, descriptive, or essay-like material.
- The journal defers to author preference in decisions about the naming and capitalization of racial, ethnic, and cultural groups. Manuscripts should be internally consistent in this regard.

#### **General Timeline**

Papers Due: May 15, 2017  
 Acceptance/Revisions: June 30, 2017  
 Final Revisions Due: August 30, 2017  
 Publication: Fall 2017

#### **Contact Information**

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