



Journal of Jewish Education

A Journal of the Network for Research in Jewish Education

Announces Call for Papers

The mission of the *Journal of Jewish Education* is to offer a standard of excellence for research and practice in Jewish education; to provide an outlet and an archival location for scholarship reflecting multiple ideological perspectives, multiple educational settings, and multiple disciplines; to grow the field of research in Jewish education through the dissemination of scholarship; and to serve as a source of reflection and stimulus for rich and complex views of Jewish education, in order to better understand it, to improve its practice, and to contribute to a vibrant Jewish future.

9

The *Journal of Jewish Education* accepts contributions from researchers, scholars, practitioners, and policymakers in Jewish education and related fields. The *Journal* welcomes articles that make an original contribution to the knowledge base in Jewish education by reporting on research, reflecting on practice in the context of theory, or synthesizing several research studies to illuminate a single issue. Studies using a wide variety of research methods are accepted for publication in the *Journal of Jewish Education*, including interpretive, empirical, historical, critical, or analytic methodologies. Studies may focus on any context in which Jewish education takes place, in any stream of Judaism, and in any country in which Jews live.

The *Journal of Jewish Education* accepts submissions throughout the year for publication in future issues.

Only submissions for themed issues are subject to specific deadlines.

Upcoming Themed Issues



Curriculum Integration Revisited and Researched

Intent to submit requested July 1, 2006; Manuscript due by July 1, 2007

Writing in Jewish Education (the forerunner of this journal) in the winter of 1978, Bennett Solomon analyzed a widespread interest in the correlation or “integration” of general and Jewish studies in Jewish schools. Over the following years, Solomon’s analysis has provided the starting point for vigorous debate around the problems and possibilities for the curriculum integration of Jewish and general studies.

Taylor & Francis is digitizing Solomon’s piece, making it available online to institutional subscribers and members of the NRJE. To mark this occasion, the *Journal of Jewish Education* will revisit some of Solomon’s assumptions and conclusions. The *Journal* invites

Continued on the next page ...

papers that research the purposes and practices of curriculum integration. Research studies from diverse settings as well as those that employ a wide range of research methodologies and conceptual pieces are welcome. Papers may explore this topic from within a variety of disciplines and intellectual perspectives. The *Journal* also welcomes inquiries into the ramifications of integration, for example in relation to teacher education, school organization, and the assessment of learning. Successful articles will describe the context of their inquiry, detail the research methods used, highlight key findings, and discuss implications for the field of Jewish education and other cognate fields.

Teaching and Teacher Development

Intent to submit requested by January 1, 2007; Manuscript due by July 1, 2007

For many centuries, studying, teaching and learning have been perceived and cultivated as important values of Jewish life and culture. From the biblical dictum “teach your children diligently” to rabbinic narratives about the nature of the relationship between teacher and student, from the emphasis on *hevruta* learning (a special kind of partner in learning) to ideas about what subjects can be taught appropriately at given ages, Jewish tradition has expressed its interest in a wide array of themes that are connected to teaching and learning. Recent interest in topics related to teaching, learning, and learning to teach invite us to attend to these areas in the contexts of Jewish education.

The *Journal of Jewish Education* invites articles that explore current issues and challenges in Jewish Education related to teaching, learning, and learning to teach, including research about the preparation and professional development of teachers, their classrooms, their students, and the families and communities with whom they work. Research is to be understood broadly and submissions can fall into one of three broad categories: empirical work, including a variety of qualitative and quantitative approaches to research; thick descriptions and analysis of programs and practices; and conceptual analyses, which may include philosophical or historical studies. Successful articles will describe the context of their inquiry, detail the research methods used, highlight key findings, and discuss implications for the field of Jewish education and other cognate fields.

**Manuscripts for all issues should be submitted according to the Instructions for Authors available online at the *Journal of Jewish Education* website:
<http://www.tadf.co.uk/journals/authors/ujjeauth.asp>**

Specific questions regarding submissions should be directed to JournalofJEd@aol.com.



Routledge c/o Taylor & Francis

Attn: Journals Customer Service

325 Chestnut Street

Philadelphia, PA 19106

Tel: (800) 354-1420 ext. 216

Fax: (215) 625-8914

Email: customerservice@taylorandfrancis.com