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Editorial Introduction

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Are you considering writing an article to describe your recent teacher research project? The editorial board at *Networks* is interested. While we publish discussions of teacher research and accounts of teacher research projects in higher education, we are dedicated to providing a forum for the research and findings of teachers in pre-K through 12 classrooms.

Marilyn Cochran-Smith and Susan Lytle (1993) defined teacher research as "systematic and intentional inquiry by teachers about their own school and classroom work" (p. 23). Teacher research challenges images of teachers as transmitters of information or implementers of prescribed curricula. Teacher researchers investigate their own practices, ask their own questions, collect their own data, and regularly reflect on their assumptions about children and learning.

At Networks, we invite three types of submissions:

• *Full-length Articles* are normally 2,000 to 3,500 words in length. These typically report a completed investigation or offer a critical review of a number of investigations that share a common theme or topic. Articles should target an audience of fellow teacher researchers. Generally reports of teacher research studies not only tell readers about the study, but they also include teacher reflections about what was learned and how teaching practices have been informed by conducting the research.

• *Short Articles* range from approximately 300 to 750 words. These reports might describe work in progress, raise issues arising from such work, or discuss issues related to methodologies, ethics, or collaboration. They might also include vignettes from research studies.

• *Book Reviews* are generally 750 to 1000 words in length. These reviews typically provide a sense of the main arguments and presentation style of the author. In addition, reviews will take the perspective of a critical friend in terms of the author's assumptions, arguments and evidence, drawing, where possible, on other work on the same topic or issue.

Finally, we are also interested in reporting on **resources and events** that would be of interest to teacher-researcherS. These notices keep teacher-researchers informed of upcoming events, opportunities, and resources. Please let us know if there are any events that you would like us to announce. We suspect that many of our readers will be interested.

Please consider *Networks* as a venue for your work. We look forward to hearing from you in the near future.

Reference

Cochran-Smith, M., & Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge.* New York: Teachers College Press.