**A Quick Guide to Speed-Dating Theorists through *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives***

September 4, 2014

Dear Dr. Perris,

We are pleased to submit our collaborative book review of *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives* tothe *Canadian Journal of New Scholars in Education.* We believe that our review of *Thinking with Theory* will be valuable for the readership of *CJNSE* as it allows an entry point into the methodological and philosophical approaches promoted by authors Alecia Y. Jackson and Lisa A. Mazzei, while also presenting the pedagogical and methodological benefits of peer-led doctoral reading groups.

In our review we consider what *Thinking with Theory* allowed us as group of doctoral students who work together in a reading and writing group. While we found great value in the format of this book for considering the methodological approach that Jackson and Mazzei illustrate, we also note the limitations of the book as an entry point, rather than a comprehensive look at the theories of Derrida, Spivak, Foucault, Butler, Deleuze, and Barad. We chose to focus on the “speed-dating” quality of the book, turning that feature into a creative envisioning of this review. Using a dating profile format in the body of the review, we offer insight into the types of information and approaches that Jackson and Mazzei offer in *Thinking with Theory*, while also incorporating how it has been received, utilized, and questioned in our own group, and by other scholars. We think this creative review offers insights more closely aligned with the nature of *Thinking with Theory,* thereby providing readers with a valuable understanding of what the book may offer them in their scholarship. While this review is longer than the stated author guidelines, we hope the format will offer a deeper understanding of both the book and its value for student-organized reading and writing groups.

If accepted for publication, we are willing to work with a Review Editor and Copy Editor to ensure the review meets specified deadlines. This review is an original work by the co-authors and is not published or being considered for publication by other journals. If accepted, first publication rights would be granted to *The Canadian Journal of New Scholars in Education,* and we would agree to not publish this review in another publication for a year following publication in *CJNSE*. The copyrights to all materials in this book review are held by the authors.

Thank you for considering our book review for publication in *The Canadian Journal of New Scholars in Education*. We look forward to future correspondence regarding this review.

Sincerely,

Elsa Lenz Kothe, Marc Higgins, Sam Stiegler, Marie-France Berard, and Brooke Madden