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Back Matter

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NEW PERSPECTIVES, NEW ISSUES

The LAJM seeks manuscripts for upcoming issues...

Spring 2020
Curiosity, Creativity, and Criticality:
Expanding Perspectives of Student Learning
Deadline: March 15, 2020

In an era focused on assessment-driven instruction, acceptable forms of students' literacy learning may be narrowly defined. In response, NCTE adopted the position that literacy assessment is a context-specific social process that should be meaningful, purposeful, and reflective of students' diverse ways of knowing and representing their learning. In this issue, we would like to hear how practitioners and researchers are broadening their understanding of what counts as evidence of student learning in literacy and ELA contexts in addition to the ways in which students claim agency to demonstrate their development as readers, writers and critical thinkers.

Authors may wish to consider the following:

- What does it mean to demonstrate curiosity, creativity, and criticality in literacy and ELA classrooms?
- How are students and teachers alike finding spaces for authentic inquiry, emphasizing the process-oriented and reflective nature of assessment?
- What are new ways that students can showcase their learning to reflect their "diversity in languages, in learning styles, and in rates and routes of learning"?
- How can we, as practitioners, find agentic ways to build passion and ingenuity into our curricular, instructional, and assessment practices?

Literacy and Representation: Centering our Students
through Culturally and Linguistically Diverse Pedagogies
Deadline: September 15, 2020

At the fall Michigan Council for Teachers of English 2019 conference, keynote speaker and InsideOut Literary Arts Schools Coordinator, Shawntai Brown, asked educators to reflect upon how they center students' voices in their classrooms. She shared that in her own experience, she begins by asking students in Detroit-area schools, "What do you want to know? What do you want to say? Who do you want to say it to?" In this call, we invite researchers and practitioners to consider how they, too, take up Shawntai's call to center students through culturally and linguistically-diverse pedagogical practices.

Authors may wish to consider the following questions:

- What does it mean to enact culturally and linguistically sustaining pedagogies within the classroom?
- How do educators center the culturally and linguistically diverse identities, perspectives and practices of students (i.e. ways of being, ways of knowing, ways of communicating)?
- How do educators engage in reflection to decenter their own identities, positionalities, and experiences in classroom spaces?
- How do educators center students' voices and perspectives in their understandings of student outcomes, curriculum, language practices, texts, and instruction to build inclusive learning communities?

Please submit all manuscripts through Scholarworks
(<http://scholarworks.gvsu.edu/lajm>)