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Back Matter

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NEW PERSPECTIVES, NEW ISSUES

The LAJM seeks manuscripts for upcoming issues...

Spring 2021: Open Issue
Deadline: March 15, 2021

Given the current ruptures in our nation and world, we recognize that ongoing events related to the global pandemic and national response to social injustices may make preparing a manuscript for publication an arduous task. However, as educators and education researchers, we remain committed to sustaining the physical, mental, emotional, and spiritual wellbeing of children, adolescents, and teachers in literacy and English language arts (ELA) education.

In this open issue, we welcome relevant and meaningful scholarly articles that reflect what is currently on the hearts and minds of our audience: elementary literacy teachers, middle and high school English language arts instructors, and university English educators. While this is an open call, we are particularly interested in manuscripts that disrupt and challenge classroom and institutional inequities and forward humanizing and anti-racist approaches to literacy and ELA education. Authors might consider one of the following questions:

- What inquiry work have you done that can stretch the field of literacy, language arts, and English?
- How are you rising up against new mandates and legislation to best meet the needs of students?
- What tensions do you see in literacy education today?
- What do readers of LAJM need to notice and think about?
- Describe your process of learning about literature, literacy, culture, social justice, and language.
- What new literacy practices do you see in communities and schools? What supports these practices? What hinders them?
- What connections are adults and children making as they engage in the art of language?

Fall 2021: (Re)imagining Literacy-Rich Places and Spaces
Deadline: August 15, 2021

The past year may be among the most challenging for K-16 educators, teacher educators, and researchers, who have had to (re)imagine spaces and places for literacy and language arts. These challenges have fractured our expectations of when, where and how teaching and learning happens, blurring and highlighting the limitations of what we may have taken for granted in literacy and language arts education. Through these fractures, though, teachers and learners alike have (re)imagined new possibilities for how to engage in literacy and language arts education—possibilities that we wish to highlight in this issue:

- How have teachers transformed their literacy and language arts curriculum and instruction to respond and make connections to the realities of the past year?
- How have teachers adapted to literacy instruction in different contexts and modalities (i.e., hybrid and digital classrooms), and how can those adaptations be leveraged moving forward?
- How have teachers faced and overcome obstacles and challenges in providing equitable and accessible literacy-rich spaces for students across evolving contexts?
- How can teachers reimagine the relationships between home and school and between teacher and caregiver as traditional boundaries have shifted over the last year?

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

Department of Teacher Education
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