

THEMED CALL FOR MANUSCRIPT SUBMISSIONS!

Embodied and/or Participatory Literacies

Our Spring 2015 Issue of JoLLE will be in conjunction with our Winter Conference theme: “Embodied and/or Participatory Literacies.” This theme welcomes wide-ranging notions of how one’s understandings of language and literacy includes students’ and teachers’ construction and participation in the world through their bodies.

The following questions below are meant to help you think about what embodied and participatory literacies might mean, and give ideas for submitting a manuscript:

- What is the role of the body in literacy?
- What practices promote participatory models of learning in literacy classrooms?
- What forms of embodied and disembodied learning take place in the literacy classroom?
- How are performative and participatory literacies essential to functioning in the 21st century?
- How are bodily-kinesthetic modes of learning being utilized and practiced in the literacy classroom?
- How are bodies being used as tools rather than obstacles of reading, writing, and language use?
- How are non-traditional literacy practices such as dance, art, drama, etc. being used in the literacy classroom?
- How might embodied and participatory practices be sites of resistance and social justice?
- How are embodied and participatory literacy practice gendered?
- How are 21st century literacies impacting the way students participate within the world?
- How can classroom spaces be organized so as to support participatory and embodied learning?
- In what ways are teachers and students part of “participatory cultures”?
- How do children’s and young adult literature demonstrate embodiment and participatory literacies?
- How do embodied and participatory notions of language and literacy combat the Cartesian mind/body dichotomy?
- What is the role of out-of-school experiences and how are they used to engage students’ participation in literacy practices?
- How do schools support, position, and/or control the use of bodies in the teaching of literacy, reading, writing, and language?
- How are students and teachers using their bodies to interact with the social, cultural, and historical worlds around them?
- How do teacher educators use participatory and/or embodied literacies within their courses and assignments?
- How might embodied and participatory literacies be used to support English language learners?

JoLLE accepts Research/Empirical Studies, Theoretical/Conceptual Pieces and Practitioner (Voices from the Field) manuscripts related to language and literacy.

For Information on Submissions, please see:
<http://jolle.coe.uga.edu/about/submission-guidelines/>

Deadline for Submissions to this Themed-Issue: February 27, 2015