

**Editor's Introduction:
Reimagining the Field: Pushing Back, Reconsidering Text, &
Cultivating Identities**

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This has been a year of reimagining for *JoLLE*. During our time together as a review and editorial board we've discussed how we are (or are not) holding our authors and ourselves accountable for ethical research practices, the ways that access to the journal is limited by a reliance on English as the standard language of publication, and also our unexamined use of gender-specific pronouns. We have begun a very slow, sometimes contentious, process of questioning our practices and the ways that we are limiting, even unintentionally, the proliferation of work that pushes boundaries, incorporates a diverse combination of voices, and welcomes and acknowledges myriad fluid identities. I won't pretend that our board of 16 doctoral students and a very active and supportive faculty advisor has come to a neat set of agreed-upon conclusions regarding the topics we've discussed. Many of the conversations we began in August, remain in conversation today. In many instances, rather than finding *answers* to our questions, we've simply unearthed more. However, as the articles, book reviews, and poetry and art included in this issue of *JoLLE* demonstrate, we aren't the only group of educators who are reimagining, with a degree of difficulty, some of the foundational aspects of our field and our practice.

When I sat down to review the research articles accepted for publication in this fall issue, I found that the authors seemed to reimagine teaching in three ways: pushing back, reconsidering what "counts" as text, or cultivating new and/or different identities. In the first set of articles, the authors acknowledge gaps in standards-based and testing-aligned curriculum and then push back, making recommendations to teachers, researchers, and teacher educators for improved practice and curriculum. In the second section, the authors reconsider what counts as text and then offer ways for teachers and students to interact with and approach these diverse texts in the classroom. Finally, the authors grouped into the third section address how teachers, teacher educators, and students can (and do) cultivate new and/or different identities as they write, teach, and read.

The first section of research articles begins with Victor Malo-Juvera and Linda Spears-Bunton's *A Qualitative Analysis of High School Students' Engagement with Poetry and Social Justice*. As Malo-Juvera and Spears-Bunton analyzed poetry written by high school students addressing social justice topics of their choice, they found that a number of topics, such as suicide, were often considered taboo to discuss in schools. Drawing on these students' experiences, Malo-Juvera and Spears-Bunton offer recommendations to educators to incorporate discussions of these topics into their own classrooms. In *"It Happened to Me": Third Grade Students Write and Draw Towards Critical Perspectives*, Amy Seely Flint, Eliza Allen, Megan Nason, Sanjuana Rodriguez, Natasha Thornton, and Kamania Wynter-Hoyte acknowledge that prescribed curricula closely aligned with testing standards often diminish opportunities for students to engage with topics on race and class, in particular. They

then consider how one group of students used writing and drawing to help them interrogate issues related to civil rights and migrant workers from a critical perspective.

The second section of research articles adds to the previous discussion regarding the limitations placed on teachers and education by a strict allegiance to standards and testing. Shea N. Kerkhoff and Hiller A. Spires begin this section with their article, *Getting Close to Close Reading: Teachers Making Instructional Shifts in Early Literacy*, where they consider the expectation put forth by the Common Core State Standards that students at all grade levels must increasingly engage in close reading of challenging texts. Kerkhoff and Spires, however, find the paucity of available research addressing exactly how to do this work with K-5, and especially K-2 students, to be problematic for teachers. Using a collective case study approach, Kerkhoff and Spires are able to make specific recommendations to K-2 teachers to help them adapt close reading strategies to their own classrooms. In their article, *Embodying and Programming a “Constellation” of Multimodal Literacy Practices: Computational Thinking, Creative Movement, Biology, and Virtual Environment Interactions*, Alison E. Leonard, Nikeetha Dsouza, Sabarish V. Babu, Shaundra B. Daily, Sophie Jorg, Cynthia Waddell, Dhaval Parmar, Kara Gundersen, Jordan Gestring, and Kevin Boggs consider multimodal approaches to text. After engaging fifth grade students in a number of multimodal literacy practices, Leonard et al. offer possibilities for educators to blend a variety of multimodal design tools to improve their own students’ computational knowledge. Frank Serafini, Dani Kachorsky, and Maria Goff finish out this section with their article, *Representing Reading: An Analysis of Professional Development Book Covers*. Serafini, Kachorsky, and Goff analyzed the covers of 150 professional development books intended for classroom teachers, paying particular attention to the ways that literacy practices are represented through multiple modes. Ultimately, the authors recognize that frameworks are needed in order to more closely analyze the types of multimodal texts students and teachers encounter in their daily lives (both in and outside of the classroom).

In the third, and final, section of research articles, authors consider how teachers, researchers, teacher educators, and students cultivate various and fluid identities both within and outside of the classroom. Jayoung Choi analyzes the implementation of a multiliteracies approach to incorporating modes of representation outside of written and spoken language in her article *A Heritage Language Learner’s Literacy Practices in a Korean Language Course in a U.S. University: From a Multiliteracies Perspective*. Choi found that the approach contributed to the development of one Korean student’s Heritage Language literacy skills and identity as a reader and writer in their Heritage Language. In *Learning In/Through Collaborative Poetry Translation: Documenting the Impact of Poetry Inside-Out with High School Aged English Language Learners* Jie Park analyzes students’ experiences as they participate in Poetry Inside Out, a program where students translate poetry from their original language into English. Park suggests that by participating in programs like Poetry Inside Out, students can begin to learn from and listen to their peers and teachers can begin to see bi- and multilingualism as a resource in the classroom. To reconceptualize common approaches to teacher professional development, Kathleen Riley recognizes the wealth of experiences and knowledge that teachers bring to improving their practice, in *What Teachers Bring: The Intellectual Resources of Adolescent Literacy Educators in an Era of Standardization*. Riley offers recommendations to school leaders and teacher educators, in particular, that position teachers within intellectually-engaged communities of practice. Finally, Anne W. Anderson, Margaret Branscombe, and Tara Nkrumah draw on Gee’s four-part construction of identity to construct autoethnographic narratives of themselves as literate beings in *Crossing Blocked Thresholds: Three Stories of Identity, Embodied Literacy, and Participatory Education*. Ultimately all three authors consider the ways that they shape and reshape their identities by being open to and actively changing their personal narratives.

The theme of *Reimagining the Field* is extended to the Voices from the Field section as Christine DeSimone Kyser reimagines common approaches to technology integration in the English Language Arts classroom. In her article, *Reading, Writing, and Designing: Getting Students on the Path to Thinking Like Designers*, Kyser

approaches teaching from a design lens. Throughout the article, Kyser uses her work with students to design informational texts using iBooks Author to emphasize the importance of composing with all tools in mind and positioning technology as an essential and integral part of the classroom.

The academic book reviews included in the fall issue of *JoLLE* and edited by Academic Book Review Editor, [Xiaodi Zhou](#), cover a wide range of literacy and education topics, from working with transnational and urban youth to innovative techniques for technology integration. The academic texts reviewed include *Information Literacy: Navigating and Evaluating Today's Media* (Armstrong, 2011) reviewed by Megan P. Brock, *The Silent Experiences of Young Bilingual Learners: A Sociocultural Study into the Silent Period* (Bligh, 2014) reviewed by Lourdes Cardozo-Gaibisso, *Race, Community, and Urban Schools: Partnering with African American Families* (Greene, 2013) reviewed by Ben Parker, *New Directions in Teaching English: Reimagining Teaching, Teacher Education, and Research* (Morrell & Scherff, 2015) reviewed by Mandie Dunn, *Teaching Transnational Youth: Literacy and Education in a Changing World* (Skerret, 2015) reviewed by Joelle Pederson, and *Shoptalk: Lessons in Teaching from an African American Hair Salon* (Majors, 2015) reviewed by Peter Smagorinsky.

This year we are excited to continue pairing educators and students as reviewers of children's and young adult literature (CYAL). Our current CYAL Book Review Editor, [Rachel Kaminsky Sanders](#), has compiled reviews of five CYAL texts, appropriate for students from elementary to high school. The books reviewed in this issue of *JoLLE* include *Out of Darkness* (Perez, 2015) reviewed by PhD student Margaret A. Robbins and 11th grader Ryland Poole, *Anatomy of Curiosity* (Stiefvater, Gratton, & Yovanoff, 2015) reviewed by pre-service teacher Melissa Merritt and 12th grader Kayla Banks, *Migrant* (Mateo, 2014) reviewed by PhD student Jason Dylan Mizell together with his son, 6th grader Dylan Mizell, *The Terrible Two* (John & Barnett, 2015) reviewed by PhD student Marianne Snow and 2nd grader Noah Kilpatrick, and *Hiawatha and the Peacemaker* (Roberson & Shannon, 2015) reviewed by PhD student Courtney Shimek and 4th grader Foxie Nuruddin.

Finally, Poetry and Art Editor, [Margaret A. Robbins](#) has organized a combination of five poems and one collage art piece that together extend the issue's theme of reimagining the field. Specifically, these works of poetry and art highlight the beauty and influence of language on people's everyday lives. The section begins with an art piece titled "Civilized Residue" by Jerome Harste, and then goes on to include five poems: "Sensation" by Regine Randall, "Poems While Proctoring—'You Have Five Minutes Remaining in this Section'" by Raymond Pope, "Tips for Visiting China" by Kuo Zhang, "first spring (Baltimore is burning)" by PL Thomas, and "Teaching" by Sheryl Lain.

The *JoLLE* editorial and review boards want to extend our heartfelt thanks to you, our readers and supporters. We also want to encourage you to support *JoLLE* by submitting your own work for consideration in future issues! We currently accept research articles, theoretical pieces, practitioner-based Voices from the Field articles, academic book reviews, reviews of children's and young adult literature, and submissions of poetry and art. For all details regarding the submission process or if you are interested in serving as a reviewer, please refer to the *JoLLE* [submissions page](#) and/or contact our Managing Editor, [Stephanie Anne Shelton](#). In addition to the biannually published journal, *JoLLE* also invites you to submit shorter op-ed essays to our Scholars Speak Out (SSO) feature. To learn more about the SSO purposes and publication process, please contact our Scholars Speak Out Editor, [Lou Cardozo-Gaibiso](#). And, as always, please continue to follow *JoLLE* on both [Facebook](#) and Twitter (@jolle_uga).

Over the past three years the *JoLLE*@UGA conference has established itself as an innovative, engaging, and interactive place to learn from and with other academics, teachers, and students from across the world. This year's conference, organized by Conference Chair Helene Halstead, will be no exception. Themed *Lived Words and Worlds: Community Engaged Literacies*, the 2016 conference will feature keynote speaker Dr. David E. Kirkland from New York University, as well as an opening session led by Dr. sj Miller and Michael Wenk from

the University of Colorado Boulder. Together with a unique combination of breakout sessions, round tables, and collaborations with local community groups, we hope to continue reimagining our academic work. This year's conference will be held in Athens, GA from Friday, January 29-Sunday, January 31, 2016. Please visit our [conference page](#) for more details and information regarding registration.

Each year, *JoLLE* continues to grow. This year we are especially lucky to have the largest editorial and review boards in the ten-year history of the journal—allowing us to return reviewed manuscripts in a timely manner to authors, to think creatively about ways to expand both the journal and the conference, and to incorporate a diverse set of perspectives into our vision for the future of the journal. I want to extend a very heartfelt thank you to the hard-working, patient, and deeply invested members of our current editorial and review boards: Stephanie Anne Shelton (Managing Editor), Helene Halstead (Conference Chair), Megan P. Brock (Production Editor), Nick Thompson (Communications Editor), Margaret A. Robbins (Poetry and Arts Editor), Xiaodi Zhou (Academic Book Review Editor), Rachel Kaminski Sanders (CYAL Book Review Editor), Lourdes Cardozo-Gaibisso (Scholars Speak Out Editor), Rhia Moreno Kilpatrick, Heidi Lyn Hadley, Jason D. Mizell, Ying Cui, Viviane Klen Alves, Soojin Ahn, and Heesun Chang. Finally, the quality of our reviews, our understanding of the publishing world, and our connection to editors, writers, and reviewers worldwide would not be possible without the constant support and guidance of our faculty advisor, Dr. Peter Smagorinsky.

We appreciate your continued support of our journal and hope that you feel encouraged to *Reimagine the Field* with us as you read the various articles, reviews, and poetry and art pieces included in this fall 2015 issue of *JoLLE*.

Sincerely,

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