

JoLLE@UGA[®]

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction: Reframing Pedagogical Practice and Research

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Welcome to JoLLE's Spring Issue! Each spring JoLLE publishes a themed issue building on the theme from the annual winter conference. This issue, then, not only reflects the theme of the conference, but hopefully captures some of the synergy and passion that characterized the JoLLE conference.

JoLLE's 2018 Winter Conference was more than just a place for educators to gather and reenergize through collaboration and continued learning. It was also a celebration and critical exploration of the future of teaching and learning. This year's conference was guided by the theme *Reframing Pedagogical Practices and Language and Literacy Research: Teaching to the Future*. This theme was inspired by Dr. Vivian Gadsden's presidential address at the annual American Education Research Association conference, where she encouraged educators and researchers to work with optimism in reframing pedagogical practices to strengthen educational ideals. In answering this call, the JoLLE conference focused on educational innovation in practice and theory that pushes against institutional discourses that forestall educational progress.

I found this year's conference to be an extraordinary experience featuring inspiring keynote speakers like Ebony Elizabeth Thomas and Donalyn Miller, informative and engaging breakout sessions, and a special presentation by Elizabeth Eckford--one of the Little Rock Nine--who partnered with Eurydice and Grace Stanley to use her experiences as a teenager desegregating Central High School in Little Rock, Arkansas as a springboard for a discussion about bullying in schools today. Needless to say, this year's conference set the perfect tone for the issue published here.

Conference Keynotes and Featured Speakers

This issue begins with articles, videos, and reflections that are directly tied to conference presentations. First, Ebony Elizabeth Thomas's article (and accompanying video) titled "Toward a Theory of the Dark Fantastic: The Role of Racial Difference in Young Adult Speculative Fiction and Media" considers how race has been conceptualized in young adult speculative fiction. While creating new theory to account for conceptualizations of race and otherness, Thomas traces the ways that young adult readers and viewers use social media to create space in speculative fiction for diverse portrayals of protagonists.

Our second bundle of articles reflects the impact of the presentation that was made during the conference by Elizabeth Eckford, Eurydice Stanley, and Grace Stanley. The video of their presentation is available, although it certainly won't do justice to the reverent stillness that filled the conference hall as Elizabeth talked about the continuing price of school desegregation. Accompanying the video is a review of Eckford, Stanley, and Stanley's book, *The Worst First Day: Bullied While Desegregating Central High*, and a reflection by Eurydice Stanley titled ". . . And A Little Child Shall Lead Them . . ." that considers how the lessons of desegregation might matter today, particularly in light of recent school shootings. Rounding out this collection, Peter Smagorinsky writes a reflection on the Eckford, Stanley, and Stanley presentation that traces, through his own personal experience, discourses of Whiteness, White control, and White supremacy. His reflection is titled, "A Southern White Man's Lessons on How to Grow Up Racist."

Research Articles

Expanding on the theme of the conference, the next two articles present research that focus on a broadening definition and enactment of literacy that spans modes and bridges community and life experiences. The first article, titled "Teaching for Deep Learning in a Second-Grade Literacy Classroom," is authored by Treavor Bogard, Annamary L. Consalvo, and Jo Worthy, invites readers to consider how multiliteracy and multiple modes of expression aid in deep learning for even very young students. The second graders and the teacher in their study demonstrate complex interpersonal, intrapersonal, and cognitive competencies as they engage in writers' workshop. Next, Susan Cridland Hughes examines how curricular choice paired with critical literacy skills build and showcase the varied literacies of youth who engage in community debate programs in her article titled "'We Don't Wanna Strait-Jacket You': Community, Curriculum and Critical Literacy in Urban Debate."

The next two pieces--"What is Adapted in Youth Adaptations?: A Critical Comparative Content Analysis of Military Memoirs Repackaged as Young Adult Literature" by Mark A. Sulzer, Amanda Haertling Thein, and Renita R. Schmidt; and "Interrupting Cultural Deficiency: Illustrating Curricular Benefits of Plurilingualism in a Kenyan Classroom" by David B. Wandera and Marcia Farr--critically examine current framings around language and literacy topics. Sulzer, Thein, and Schmidt find in their comparative analysis of military memoirs that have been rewritten for young adults that much of the complexity around heroism, war, and violence that had been present in the original memoirs was softened or deleted. They argue that this comparison allows for a critical analysis of not just how war and war heroes are positioned in society, but also open a space for how young people are positioned as needing to be protected from certain ideas and practices. In Wandera and Farr's article, the authors argue for an approach to plurilingualism that eschews dominant discourses of deficiency regarding students who speak multiple languages through their study of a Kenyan class where most students spoke three or more languages. They argue that multilingual students' learning is enriched when plurilingualism is situated as a resource in a classroom instead of as a problem to be overcome.

The final research article, authored by Mike P. Cook and Brandon L. Sams, is titled "A Different Kind of Sponsorship: The Influence of Graphic Narrative Composing on ELA Pre-Service Teachers' Perceptions of Writing and Literacy Instruction." In this article, Cook and Sams trace the change in preservice teachers' perception as they engage in creating graphic narratives in a preservice classroom. Through

this practice, the preservice teachers challenge and broaden their own definitions of literacy and writing.

Voices from the Field

This issue features a wide variety of **Voices from the Field** articles, which center practitioner voices and experiences. These articles are notable in their shared commitment to educational innovation or by a fresh reframing of educational concepts or practice.

First, Julianna Lopez Kershen shares the way that she reframes modeling read alouds in a preservice teacher classroom in her article “Exploding the Wor(l)d: Using Challenging Texts to Reveal the Metacognitive Conversation with Pre-service Teachers.” She explores how a combination of complex texts, careful instructional scaffolding, and instructor vulnerability provide a powerful model for students of both the purpose and the power of read alouds.

The next two articles--“Ready Learner One: Creating an Oasis for Virtual/Online Education” by Csaba Osvath and “#Twitter: A Pedagogical Tool in the High School Classroom for Your Consideration” by Stephanie Loomis reframe the role of technology in educational spaces. Osvath’s article uses the fictional world of *Ready Player One* by Ernest Cline to challenge current assumptions about online education Loomis’s article makes an argument for the inclusion of Twitter in language arts classrooms. Her examination of the challenges and the promise of Twitter as an educational tool comes directly from her experiences as a high school language arts teacher; she shares her hard-earned wisdom on how to manage tweets efficiently and how to set up classroom parameters effectively.

The final **Voices from the Field** article feels particularly timely in light of the #MeToo movement. In their article, “But She Didn’t Scream: A Framework for Teaching About Sexual Assault in Young Adult Literature” Kathleen C. Colantonio-Yurko, Henry “Cody” Miller, and Jennifer Cheveallier share the lessons that they collectively learned as they incorporated Young Adult Literature dealing with sexual assault and rape in their classrooms. They examine why language arts classrooms are uniquely positioned to discuss complex, sensitive, and often emotional issues.

Book Reviews and Poetry, Visual Arts, and Fiction

This issue also features a wide variety of book reviews. There are four academic book reviews shared in the Academic Book Review section of the journal, which has been curated by Mariah Copeland Parker. JoLLE also publishes Children and Young Adult Literature (CYAL) reviews. The CYAL section features reviews from adult reviewers and children, and is edited by Stacia L. Long.

The section of the journal that was previously titled **Poetry and Arts** has been expanded to include short stories, and has thus been renamed to more accurately reflect its scope. This section is now titled **Poetry, Visual Arts, and Fiction**, and it contains several poems, art pieces, and the very first fiction contribution, edited by Sharon M. Nuruddin.

Thanks and Recognition

As always, there is a team of people who work hard to make this journal what it is. I wish to particularly thank the editorial board, reviewers, and many others, who work hard to live up to and build on the JoLLE tradition. This year's editorial board includes William J. Fassbender, Managing Editor; Alexandra L. Berglund, Production Editor, S. R. Toliver and T. Hunter Strickland, Conference Co-Chairs; Mariah Copeland Parker, Academic Book Review Editor; Stacia L. Long, CYAL Book Review Editor; Sharon M. Nuruddin, Poetry, Fiction & Visual Arts Editor; Caroline Bedingfield, Communications Editor; Tairan Qiu, Scholars Speak Out Editor. I wish to especially thank S. R. Toliver and T. Hunter Strickland for putting on an excellent conference with incredible speakers and engaging sessions. Your planning paid off! I also wish to thank Peter Smagorinsky, Faculty Advisor Extraordinaire, who believes in perpetual improvement and paves the path of progress.

Most of all, thank you to the readers and contributors who continue to grow JoLLE. We look forward to future contributions of academic work that push the field of language and literacy education forward to deeper understandings of thoughtful, engaged scholarship and practice. 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](#), William J. Fassbender. 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](#), Tairan Qiu. And, as always, please continue to follow *JoLLE* on both Facebook and Twitter (@Jolle_uga).

Sincerely,

Heidi Lyn Hadley
Principal Editor, 2017-2018