

JoLLE@UGA[®]

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction:

Energizing and Resonant Possibilities

Stacia L. Long

Welcome to JoLLE's Fall 2018 Issue! While preparing this issue, I've often thought of Nikola Tesla's assertion that "if you want to know the secrets of the universe, think in terms of energy, frequency, and vibration." This sentiment aligns with the way that we work as an editorial board. As we read the submissions to our journal, we sought manuscripts that move and enliven our thinking. This issue contains seven feature articles that are energizing and offer readers possibilities for growth in literacy education through following the lead of students. It is my sincere hope that the articles in this issue resonate with you, as they did with us, as our featured authors explore the field of language and literacy education in pursuit of rich scholarly practice and generative teaching.

Research Articles

The first two pieces in this issue offer ways to think critically in preservice teacher education courses, with an in-depth look at the literacy practices that teacher educators share with their students. Tracy L. Weippert, Lisa M. Domke, and Laura Apol's *Creating a Third Space through Intertextuality: Using Children's Literature to Develop Prospective Teachers' Critical Literacy* investigates how preservice teachers develop their critical literacy skills through purposeful text pairings that helped students explore beyond their initial emotional reading of the texts. Weippert, Domke, and Apol model, through action research, how to support preservice teachers in learning how to identify and talk about ideologies embedded in texts. Rick Marlatt also asks preservice teachers to think beyond their initial understandings of literacy, literacy practices, and literacy education in *This is What We Do: Emphasizing Discipline Specific Literacy Practices in Teacher Education*. Like Weippert et al., Marlatt engages in practitioner-research, which he undertakes in his Content Area Literacy course for preservice teachers from all disciplines. Marlatt challenges the students in his course to reconsider, through a sociocultural approach, how literacy fits within their disciplines.

The third article, *Literate Identity Development in First Grade: A Cross-Case Analysis of Students with Strong and Emerging Decoding Skills* by Lindsey Moses and Xue Qiao also explores new and interesting possibilities. However, these authors share a yearlong study that follows the literate identity development of two first-grade students who are positioned differently in terms of their respective decoding abilities. The sociocultural approach that Moses and Qiao use as a framework highlights the different ways in which the young readers can negotiate their literacy life in a supportive classroom environment.

The final pairing of research articles encourages readers to approach social justice pedagogy from new angles. Stephanie Anne Shelton and Shelly Melchior's *Valuing Students' Responses to Implement a Social Justice Pedagogy: A Descriptive Case Study* examines an experienced teacher's practice and reflections as he solicits feedback from students about his lessons in a summer course on social justice issues. The students in this course offered critical feedback to the teacher participant, which led him to re-evaluate the identities and content being centered in his class. Shelton and Melchior, alongside Jacob, the teacher, argue for the importance of listening to student voices when engaging in social justice pedagogy. Erin T. Miller, Samuel J. Tanner, and Tommie E. Murray propose listening to students in a different way in *Castle"ing" Whiteness: White Youth and the Racial Imagination*. These authors describe an improvisational workshop with a class of fourth graders that explored Whiteness through interacting with symbols, like castles, imaginative play and improvisation, and critical discussions. Miller, Tanner, and Murray challenge readers to explore how improvisational pedagogy can be used innovatively for social justice teaching.

Voices from the Field

In addition to research articles, JoLLE publishes practitioner pieces that reflect on the innovative work that is happening in the author's teaching practices and classes. The first article in this section is Brady Nash's piece entitled *"But Isn't the Teacher Supposed to Tell Us?": Drawing Out Transactional Reading Processes Through Transmediation*. In this article, Nash describes using transmediation and arts-based instruction to support students in developing reading strategies to make sense of Milton's *Paradise Lost*. Nash argues that by creating space for multimodal composing practices in English Language Arts Classrooms, students can become more strategic readers and meaning makers.

Finally, Christy Howard, Mikkaka Overstreet, and Anne Swenson Ticknor share culturally responsive lessons from their practice as teacher educators in *Engaging Preservice Teachers with Culturally Responsive Pedagogy: Three Model Lessons for Teacher Educators*. Each author shares her practice with readers demonstrating how reading and conversation can invite preservice teachers to experience culturally responsive pedagogy and begin to envision how they can bring this kind of teaching into their future classrooms.

Academic Book Reviews

Lacy Brice, our new Book Review Editor, has provided a wealth of book reviews. Reviewers with diverse backgrounds provide summaries and critiques of books focusing on curriculum, instruction, and social equity. The books reviewed in this section are beneficial to a wide range of readers and educators, including preservice teachers, practicing teachers, and teacher educators. We hope that this list will encourage readers to broaden their knowledge and perspectives on literacy education.

The academic texts reviewed include *The Socially Responsible Feminist EFL Classroom: A Japanese Perspective on Identities, Beliefs and Practice* (Yoshihara, 2017) reviewed by Dania Ammar; *Disrupting Thinking: Why How We Read Matters* (Beers & Probst, 2017) reviewed by Kimberly Bressler; *Immigrant Children in Transcultural Spaces: Language, Learning and Love* (Orellana, 2015) reviewed by Lina Trigos-Carrillo, Edwin Nii Bonney, and Lisa M. Dorner; *The Vocabulary Book: Learning and Instruction* (Graves, 2016) reviewed by Katia Ciampa, Jill Marron, and Gwen Quinn; *(Embarrassment) and the Emotional Underlife of Learning* (Newkirk, 2017) reviewed by Jeane Copenhaver-Johnson; *Reading the Rainbow: LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom*

(Ryan & Hermann-Wilmarth, 2018) reviewed by Stephen Adam Crawley; *Curriculum Windows: What Curriculum Theorists of the 1970's Can Teach Us about Schools and Society Today* (Poetter & Waldrop, 2015) reviewed by Yasir Hussain; *Rethinking the "Adolescent" in Adolescent Literacy* (Sarigianides, Petrone, & Lewis, 2017) reviewed by Dominique S. McDaniel; *Literacy Lives in Transcultural Times* (Zaidi & Rowsell, 2017) reviewed by Erin Spring; *Social Justice Literacies in the English Classroom: Teaching Practice in Action* (Boyd, 2017) reviewed by Jemimah L. Young, Katie Loomis, and Lauren Martin.

Children's and Young Adult Book Reviews

Lacy Brice, as Book Review Editor, also continues the practice of inviting educators and young people to review new and notable children's and young adult books. The texts featured in this section include *Dinosaur Empire!: Journey through the Mesozoic Era* (Howard, 2017) reviewed by Tairan Qiu and Xu Chen; *I am Enough* (Byers & Bobo, 2018) reviewed by Macy Burgess and Kadence Hannah.

Poetry, Fiction, and Visual Arts

Our issue closes with the Poetry, Fiction, and Visual Arts Feature, curated by Editor Sharon M. Nuruddin. This section begins with a set of three poems ("For the Man Who Loved Dalí and Pink Floyd," "Print Making," and "Uniambic") by John Timothy Robinson. Next, is the poem "Tread" by Joanne L. DeTore. In addition to our poetry selections, we feature Jerome C. Harste's visual art piece entitled, "Well-Read."

JoLLE 2019 Winter Conference

Each year, JoLLE hosts the JoLLE@UGA Winter Conference. The conference, organized by Conference Chair Tairan Qiu, will be held on February 2 and 3, 2019. The theme for our upcoming conference is **Breaking Down Walls: Teaching and Learning Through and Across Boundaries**. The conference will feature two keynote speakers: Dr. Kakali Bhattacharya and Dr. Jerome Harste. Dr. Kakali Bhattacharya is a professor of educational leadership and qualitative research at Kansas State University. Her groundbreaking work in qualitative methods focuses on contemplative and de/colonizing epistemologies, ontologies, pedagogies, and methodologies. Dr. Jerome Harste is a member of the Alliance of Distinguished Professors at Indiana University in Bloomington. His work explores young children's knowledge of language and literacy learning. In addition to scholarship, Dr. Jerome Harste is an accomplished artist. One of his pieces, "Well-Read," is featured in this issue. We look forward to learning with and from our keynote speakers at the JoLLE Conference.

We hope that you will attend our JoLLE@UGA 2019 Winter Conference. Presenters have prepared conversational and participatory sections that cover a wide range of inquiries into language and literacy education. This year, we invite teachers, researchers, and students to move beyond conceptual, theoretical, disciplinary, national, cultural, linguistic, social, racial, ability, and gender boundaries to discuss the embodiments of innovation, affirmation, equity, and liberation. Together, at our conference, we hope to engage in conversations about powerful ideas and actions that can sustain, diversify, and strengthen education and research in the years to come. To learn more, please visit our conference page (<http://jolle.coe.uga.edu/conference/>) for more details and information about registration.

Thanks and Recognition

This year we have a fantastic editorial board of powerful graduate students! Our meetings this semester have been productive, smart, witty, and exceptionally enjoyable. Without the editorial board's energy and work, this volume would not exist. This year's editorial board includes Alexandra Lampp Berglund, Managing Editor; Merida Lang, Production Editor; Tairan Qiu, Conference Chair; Lacy Brice, Book Review Editor; Sharon M. Nuruddin, Poetry, Fiction & Visual Arts Editor; Caroline Bedingfield, Communications Editor; and Kate Batson, Scholars Speak Out Editor. I extend a heartfelt thank you to the Fall 2018 Editorial Board. I have valued our Tuesday mornings of learning how to run an international journal together. I am also eager to express my appreciation for Dr. Peter Smagorinsky, our Faculty Advisor. He is always open to answering our questions and sharing his wisdom.

I am also excited to introduce JoLLE's first ever External Review Board. In addition to announcing its creation, I am honored to express JoLLE's gratitude for the friendship of the scholars on our External Review Board. We deeply value the care and expertise that they share through their reviews.

The Editorial Board also would like to offer a warm thank you to Natalia Rodriguez for her piece, "Stay Woke 2018" that we selected as the cover art for our issue.

And finally, we thank the writers and readers who contribute to JoLLE. We appreciate your contributions to our journal and look forward to continuing to learn alongside you. To learn more about the submission process—or if you are interested in serving as a reviewer—please refer to the JoLLE submissions page or contact our Managing Editor, Alexandra Lampp Berglund (jolle.submissions@gmail.com). In addition to our Fall and Spring issues, JoLLE invites you to read and submit shorter op-ed essays to our Scholars Speak Out (SSO) feature published in our monthly newsletters. To learn more about the SSO feature, please contact our Scholars Speak Out Editor, Kate Batson (jolle.scholarsspeakout@gmail.com). We also invite you to follow JoLLE on both Facebook and Twitter (@JoLLE_UGA).

Sincerely,

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Principal Editor, 2018-2019

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