

JoLLE@UGA[®]

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction:

Resisting “Normality” through Community Reciprocity

Yixuan Wang

When I sit down and write the introduction to this Fall 2021 issue, I find myself surrounded by the amazing JoLLE Editorial Board. As an international student who has not been able to travel back home due to the pandemic, JoLLE is a community I call home away from my real home. When I started my doctoral program, JoLLE was the academic organization that generously offered me a space and community to learn countless invaluable lessons about academic writing, the manuscript reviewing process, networking, and academic publication. I am forever indebted to editors who came before me for creating this journal and community that has nurtured many scholars and educators.

Robin Wall Kimmerer speaks of the deep entanglement and reciprocity of individuals, land, and community when she writes, “I imagined that this beloved place knew my true name as well, even when I myself did not” (p. 34). Indeed, JoLLE is a beloved place, which is one of the highlights of our doctoral journeys. As a team, when we face challenges, especially during the pandemic and gradually returning to face-to-face meetings, my peers in the JoLLE team went beyond the editorial responsibilities to give each other support and spiritual strength. In each meeting, social gathering, and discussion, as we spent our energy and time on JoLLE-related tasks, we became close friends, even families. This issue epitomizes our collaboration, friendship, and mutual support.

Thanks and Recognition

Before I start introducing this issue, it is important to express my greatest gratitude to the communities that have worked hard together to bring this issue to publication. This year, I am lucky to work with a diverse group of loving, caring, and dedicated doctoral peers that serve as JoLLE's Internal Editorial Board. This year's Editorial Board includes Jennifer Ervin, Managing Editor; Madison Gannon, Production Editor; Olumide Ajayi, Conference Chair; Wei-Yi Lee, Academic Book Review Editor; Xing Wei, CYAL Book Review Editor; Wisnu Agung Pradana, Scholars Speak Out Editor; Saurabh Anand, Communications Editor; and Tamara Moten, Senior Editorial Member. In addition to the Editorial Board, I would also like to thank our faculty advisor, Dr. Usree Bhattacharya, for her endless professional advice, care, and kindness in and beyond the editorial process. The publication of this issue would not have been possible without each team member's contributions. I appreciate you all for your support and extraordinary work!

Our External Editorial Board also plays a significant role, offering professional manuscript reviews. As the Principal Editor, I had the privilege and pleasure to read each well-composed review. We appreciate reviewers' suggestions, insights, time, generosity, and dedication to JoLLE!

The Editorial Board would also like to thank the wonderful scholars, educators, and artists who submitted and contributed to the journal, as well as readers who have followed and supported our publications. The authors whose works are published in this issue have helped us further question and understand the “normality” we took for granted before the pandemic, the same “normality” that has harmed many marginalized groups in the educational systems and practices. The authors' scholarly efforts also provide with insights from different perspectives and voices to inform the education community of the injustice and inequity that the pandemic gradually reveals. Many articles in this issue combine critical theoretical stances and innovative methodologies to present marginalized voices, vulnerabilities, agencies, and hope to challenge scholars and educators to rethink a possibility for care and reciprocity in education as more and more schools and institutions moving back to the troubling pre-pandemic “norm”.

Research Articles

The first research featured in this issue, “Teaching and Assessing Early Literacy during COVID-19 and Beyond,” by Katia Ciampa and Rosemarie Jagielo-Manion, seeks to understand the technological and pedagogical challenges that educators faced when teaching literacy content virtually during the pandemic. The research report addresses suggestions for professional networking, development, and coaching for early literacy educators who teach remotely.

The second piece, “Embodied Literacies of Sexuality and Gender of College Students,” by Meg C. Jones, Annemarie Vaccaro, Ryan A. Miller, Rachael Forester, Rachel E. Friedensen, Ezekiel W. Kimball, and Desiree Forsythe, guided by the grounded theory, explores how LGBTQ+ youth understand and validate their gender, sexuality, and identity through language as embodied literacy. The researchers call educators to create inclusive learning environments for students whose sexuality and gender are minoritized.

Kristy Smith and Lana Parker, with their piece “Reconfiguring Literacies in the Age of Misinformation and Disinformation,” featured as the third research report, investigate how high school students and their teachers content the new information environment includes information abundance, misinformation, and disinformation. The article highlights the struggle of students and teachers grappling with information online, at school, and in their lives. The authors discuss opportunities for future literacy pedagogy, research, and development through a multiliteracies framework.

In the next research article, titled “Whiteness in a predominately White high school English classroom”, authors Karla Zaccor and Jake Thurman examine White students and teacher's discomfort when discussing racism. Drawn on the lens of antiracist teaching and Critical Whiteness Studies, the authors emphasize the importance of the two frameworks and provide an example of the ways and tools to interrogate Whiteness in literacy instruction.

The fifth research article, “*Now I feel as a Full Person: Women’s Empowerment through Integrated Functional Adult Education Program in Ethiopia*,” by Tilahun Adamu Mengistie, implements a qualitative inquiry to examine the challenges and achievements of four female participants in the Integrated Functional Adult Education in Ethiopia through a feminist framework. The article deems the improvement of women’s life in the dimension of social, economic, and political empowerment after participating in the program. The author also concludes the remaining challenges in the empowerment progress.

This final article is a piece of autoethnography by Scott Jarvie, titled “The Black Box: Close Reading Literary Life.” In this autoethnographic inquiry, the author explores and examines his relationship with a text as a teacher, student, reader, and writer. This experience reimagines close reading as a literacy practice, and invites English educators and researchers to rethink reading and the relationship between reading, students, teachers, and texts.

Voices from the Field

The first Voices from the Field article, “Ca(n)non Fodder No More: Disrupting Common Arguments that Support a Canonical Empire,” written by S. R. Toliver and Heidi Lyn Hadley, challenges reasons that uphold canonical text selections in secondary ELA classrooms. The authors reveal the institutional and systemic inequity that canon reflects, and call for canon disruption in ELA classrooms.

In “Co-constructing Knowledge: Critical Reflections from Facilitators Engaging in Youth Participatory Action Research in an After-School Program,” Tairan Qiu, Chioma Kas-Osoka, and Jason D. Mizell present their Youth Participatory Action Research and collaboration with youth in an after-school program. The authors explore multimodal literacy, knowledge co-construction, youth agency, and messiness involved during the process.

The last Voices from the Field piece, “Magic Water: The Symbolic and Healing Nature of Water in Black Children's Literature,” by Autumn A. Griffin, weaves the metaphor of water along with her trauma, healing, and reading journey in the piece through storytelling. Retelling her personal stories and offering three texts as examples, the author encourages educators to select meaningful texts for students to start the healing process.

Academic Book Reviews

Our Academic Book Review Editor, Wei-Yi Lee, attends to rigorous reviews of books that focus on topics and issues of language and literacy education. Topics covered in the reviews include culturally responsive and affirming strategies, media literacy, literacy in the digital age, and emotions in learning. We hope that readers will be encouraged to continue to learn more about language and literacy education from the wide range of topics discussed in this feature.

The academic texts reviewed in this issue are *Review of It's not "One More Thing": Culturally Responsive and Affirming Strategies in K-12 Literacy Classrooms* (Ticknor et al., 2021), reviewed by Jennifer Barreto; *Review of Media Literacy in Action: Questioning the Media* (Hobbs, 2020), reviewed by Sarah K. Stice; *Review of Hemingway in the Digital Age: Reflections on Teaching, Reading, and Understanding* (Godfrey, 2019), reviewed by Eun Young

Yeom; and *Review of SEL Every Day: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms* (Srinivasan, 2019), reviewed by Caroline Bedingfield.

Children’s and Young Ault Book Reviews

Xing Wei, the Children’s and Young Adult Literature Book Review Editor, has curated a robust set of book reviews that addresses voices, resistance, and resilience from marginalized communities. The books reviewed in this section include *Review of Sharice’s Big Voice: A Native Kid Becomes a Congresswoman* (Davids et al., 2021), reviewed by Zoë Heiss, Benjamin Heiss, Miriam Heiss, Rachel Heiss, and Nancy Heiss; *Review of Fry Bread: A Native American Family Story* (Maillard & Martinez-Neal, 2019), reviewed by Reed Norton and Tori Golden Hughes; *Review of Made in Korea* (Suk, 2021), reviewed by Yena Lee and Ji Hyun Hong; *Review of Lies Like Poison* (Pitcher, 2020), reviewed by Olivia Kutzleb and Cameron Stevenson; *Review of I Am!: Affirmations for Resilience* (Barbosa & Rodriguez, 2020), reviewed by Clara Stice and Sarah Stice; *Review of From a Whisper to a Rallying Cry: The Killing of Vincent Chin and the Trial that Galvanized the Asian American Movement* (Yoo, 2021), reviewed by John Lee and Rosa Nam.

Poetry, Fiction, and Visual Arts

We close this issue with the Poetry, Fiction, and Visual Arts feature. This section includes three poems and a set of visual arts, presenting voices from educators, researchers, and artists from diverse backgrounds. The poems published in this issue are “It Just Feels Different” by Jennifer C. Mann, “Teachers Worry, Too” by Katherine LaMaster, and “More Than a Class (Poetry for Two Voices)” by Sel Melvin. In addition to these poems, this issue also features a collection of visual arts: “Pains, Blood, Red” and “We Belong to Nature” by Jayanthi Sankar.

Cover art

This issue’s cover art is created by Andrew Wales, an art teacher in the Athens Area School District in Pennsylvania. The painting, “Point of View” reminds us of objects from childhood that creates new stories and meanings from new perspectives as adults. The artwork is about optimism, pessimism, and the power of self-talk. This painting perfectly speaks to our journal’s concentration on language, literacy, and education.

JoLLE 2022 Winter Conference

Each year, we host our annual JoLLE@UGA Winter Conference. This year’s conference, organized by Conference Chair, Olumide Ajayi, will be held on the UGA campus from March 4th to 6th, 2022. The conference theme is Language and Literacy Education through International Citizenship Education. JoLLE is proud to feature two keynote speakers at the 2022 conference: Dr. Manuela Wagner and Dr. Irina Golubeva. Dr. Wagner is a professor of German Studies and Applied Linguistics and Discourse Studies at the University of Connecticut. Her research focuses on raciolinguistics, intercultural competence, international citizenship in world language education, and education for justice. Dr. Golubeva is an associate professor of intercultural communication at the University of Maryland, Baltimore County. Her research investigates the development of multilingual awareness and

intercultural competence, internationalization of higher education, and conceptualization of international citizenship.

We invite educators, researchers, students, and administrators to attend the JoLLE 2022 Winter Conference. This conference is designed to make spaces for collaborating, planning, and sharing between presenters and attendees through highly interactive sessions. We hope the sessions can bring different communities together to address issues of inequity and injustice in language and literacy education. We hope you will attend the conference as we rethink and reimagine a more connected, reciprocal, global, and international community in education.

Reaching wider communities

As I conclude this introduction to this issue, I once again want to emphasize the importance of reciprocity established within and beyond the JoLLE community that makes the publication of this issue possible. JoLLE as a team looks forward to including more scholars, educators, artists, and readers in our future publications and readership. If you are interested in submitting your work to JoLLE or serving as an External Review Board member, please refer to the JoLLE submissions page on our website (jolle.uga.coe.edu) or contact our Managing Editor, Jennifer Ervin (jolle.submission@gmail.com). In addition to our Fall and Spring issues, we invite you to read and submit shorter op-ed essays to our Scholars Speak Out (SSO) feature that is published on our website and publicized in our monthly newsletters. To learn more about the SSO feature, please contact our SSO editor, Wisnu Agung Pradana (jolle.scholarsspeakout@gmail.com). For regular social media updates, please follow JoLLE on both Facebook and Twitter (@JoLLE_UGA). We look forward to connecting with you in the near future!

Sincerely,

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Principal Editor 2021-2022

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Reference

Kimmerer, R. W. (2015). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions.