

JOLLE@UGA®

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction: Navigating Through the Challenges

Jennifer Ervin

I am so honored to write this introduction to our Fall 2022 issue, which continues to explore the theme of Volume 18 Issue 1: Language and literacy through intercultural citizenship, but also pushes us ahead into new topics related to how we might continue to work to affirm our students amidst challenging times in educational legislation. Producing this issue alongside our editorial team this fall has been an incredible opportunity for me. I have learned from the work of the scholars whose research is included in this issue, as well as from the editorial board members, who have been an inspiration as we forge ahead not only in spite of, but because of the challenging social and political context that is teaching and learning in our home state of Georgia today.

As in many states across the country, legislation passed in Georgia this past summer against the teaching of “divisive concepts,” or the “indoctrination” of students by educators. This legislation has had wide-reaching impacts in our K-12 schools, and is a present concern for the preservice teachers that we work to support in the Mary Frances College of Education at the University of Georgia. This legislation does not deny the existence of race and racism in our society, nor does it deny educators the opportunity to bring attention to the structural forces that enable and encourage racism in our society. It does, however, provide the opportunity for parents and community members to complain about any instruction they believe may cause a student to feel “psychological distress.” The impact of this legislation is immense, and many schools are responding by rewriting syllabi, reframing instruction, and removing books that provide our K-12 students with the essential mirrors, windows, and sliding glass doors (Bishop, 1990) that they deserve.

In this social and political context, the work we highlight in this issue encourages us to think beyond these challenges. It pushes us to consider what we can and must do to support all of our students, both in K-12 schools and in higher education, to forward critical conversations and intentionally work against attempts to deny the central importance that race and racial diversity have in our society and in the experience of individuals' lives. We hope you will find these articles as meaningful as we have as we work to forge ahead and defend educators' rights to bring attention to the importance of race and diversity in our schools.

Research Articles

The first article, “Applying an Intersectional Framework to the Literacy Worlds of Preservice Teachers,” by Heather Dunham and Kerry Alexander, considers what the framework of intersectionality might

bring to preservice teacher preparation courses. They push readers to imagine how preservice teachers might be encouraged to learn from the intersections of their identities in productive ways as they develop critical reflective practices.

The next two articles center around students whose experiences with learning and living have been marginalized in both schooling and non-schooling spaces. The students in these studies work to create space for themselves in ways that do not fall neatly into dominant educational practices. In “Black girls and silence: ‘They ain’t doing too much’...learning, valuing, and understanding their use of silence through critical race theory and culturally sustaining pedagogy,” Dr. Jason Mizell and N’Dyah McCoy illustrate how one student’s silences were intentional acts of protection and negotiation, and they invite readers to reconceptualize silence as a means of empowerment. In “Stories that are worth sharing’: Insights from Middle Eastern Refugee Migration Stories through an Inquiry into Narrative,” Jennifer C. Mann uses narrative inquiry and a critical literacy framework to consider how refugee students work to make sense of the new literacy spaces they inhabit. This article includes links to audio recordings and stories as a cultural data set, providing resources for other educators and researchers.

Benjamin Lathrop and Dr. Christy Wessel Powell also draw on the framework of critical literacy in their article, “We Shall Take Their Children Away and Rear Them to the Fatherland’: A Critical Discourse Analysis of a ‘Parent Advocacy’ Group.” This article reports on findings from a discourse analysis of a parent advocacy group, Purple for Parents Indiana. In this study, they work to understand how this group’s “cosmetic criticality” has created a unique challenge to public education that will be recognizable to educators in many states across the U.S. who face parent pushback on teaching and curricula.

We also feature, in this issue, two authors who engage with postqualitative and posthuman inquiry as they work to understand literacy narratives. Maverick Zhang, in their article “Neoliberalism, Critical Literacy, and the Everyday: A Post-Qual Informed Multi-Genre Inquiry,” shares a series of personal stories to explore how critical literacy and neoliberalism are entangled within our everyday lived experiences. In “Considering Collective Motivation to Read: A Narrative, Inquiry,” Dr. Mark D. McCarthy explores collective motivation as a feature of posthuman subjectivity, and engages in a process of evocative questioning that brings to light new possibilities for literacy learning. These articles push the boundaries of traditional qualitative research in productive ways, demonstrating that the dynamic processes of learning and knowing cannot, and should not, always be produced through static and predetermined methods and ways of knowing.

In the final article, “The Influences of Teacher Knowledge on Qualitative Writing Assessment,” Drs. Heather Cato and Katie Walker bring attention to the contextual factors at work in teachers’ scoring practices, by looking at the knowledge and experiences teachers draw on when scoring student writing assignments. Their work brings attention to the importance of ongoing professional development, and a deeper understanding of teachers’ training, teaching and learning experiences, and mentorship as we work to develop new ways of assessing student understandings.

Scholars Speak Out

We are excited to announce that our Scholars Speak Out feature, previously published in our monthly newsletters, will now be published in our fall and spring issues. We believe this move will bring greater visibility to the important contributions of scholars, whose editorials provide unique perspectives on a broad spectrum of issues related to language and literacy education. In this issue, Scholars Speak Out editor Ashley Brumbelow includes articles on topics ranging from the recent legislation passed in Georgia, to digital literacies, to justice-oriented teaching pedagogies in literacy and language learning. These articles include “The Authoritarian Threat to Public Education: Attacks on Diversity, Equity, and Inclusion Undermine Teaching and Learning,” by Joshua Cuevas, “A Critical Pedagogy for Love and Healing Toward Anti-Asian Racism and Xenophobia” by Ting Yuan, “Towards Linguistic and Disability Justice in Education” by Jennifer Phuong and Karla M. Venegas, and “Do You Want to Make a TikTok? Is It Time to BeReal?: Gen Z, Social Media, and Digital Literacies,” by Trevor Boffone.

Academic Book Reviews

Our Academic Book Review editor, Naanhee Kim, has included two reviews of recently published academic literature in our field that we hope readers will find helpful to their own research and study. The academic texts reviewed in this issue are *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom* by Felicia Rose Chavez, reviewed by Honor McElroy; and *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners* by Ofelia Garcia and Jo Anne Kleifgen, reviewed by Molly Buck.

Children’s Literature and Young Adult Book Reviews

JoLLE continues to feature reviews of recently published literature for children and young adults, reviewed by both adult reviewers and younger readers. Our Children’s Literature and Young Adult Book Review editor, Brittany Pope, has included reviews for the books *Better Than We Found It* by Frederick Joseph and Porsche Joseph, reviewed by Jennifer Garner and Emma Morrow; *Straw House, Wood House, Brick House, Blow* by Daniel Nayeri, reviewed by Antonia Alberga Parisi and Alexandra Green; *Goodnight Little Bookstore* by Amy Cherrix, reviewed by Jan, Kyle, and Jake Butterworth; *Granny and Bean* by Karen Hesse and Charlotte Voake, reviewed by Jessica and Sloane Tanner; *I Dream of Popo* by Livia Blackburne and Julia Kuo, reviewed by Yang Wang and CoCo Li; and *Smashie McPerter and the Shocking Rocket Robbery* by N. Griffin and Kate Hindley, reviewed by Shelby Gordon and Blakelee Evans.

Poetry, Fiction, and Visual Arts

The final section of this issue, curated by Poetry, Fiction, and Visual Arts editor Frankie Avalos, features artwork by Kelli Garguilo titled “Life Cycle of Language: From Child to Adult,” and two poems by Jonathan Tunstall, titled “Master Teacher: American History X,” and “I Don’t Wanna Teach no More.” We also want to express our gratitude to Cristina Valencia Mazzanti, whose submission titled, “I am (Not)” is featured as this issue’s cover art. In the statement for this piece, the artist explains how this multilayered image presents a methodological statement about meaning and identity in education.

Thanks and Recognition

This issue would not exist without the inspiring work that our editorial board has done this fall, and I am incredibly grateful for their efforts. JoLLE is a student-run journal, and this year we welcomed in many new editorial board members. This new board invited us to work together to reimagine what JoLLE might be and how we might continue to be an outlet for critical scholarship, while also providing a space for students from different academic backgrounds to learn the ins and outs of academic publishing. I wish to thank John Williams, managing editor; Amanda Deaton, production editor; our conference team Haley Allen, Jisang Yoo, and Casey Boersma; digital content editors Adam Diaz and Lauren Corley, Pamela Kimario, our communications editor; Helena Karas, treasurer; Frankie Avalos, poetry, fiction, and visual arts editor; Brittany Pope, children's literature and young adult book review editor; Naanhee Kim, academic book review editor; Ashley Brumbelow, scholars speak out editor, and Shahrukh Jiwani, our editorial assistant. I would also like to give a special thanks to the support and guidance of our faculty advisor, Dr. Usree Bhattacharya.

In addition to the members of our editorial board, I would like to express deep gratitude for the work of our external review board. Their reviews have provided invaluable perspectives as we manage ongoing submissions to JoLLE and work to provide authors with meaningful and timely feedback on their writing. We truly would not be able to produce such wonderful scholarship without the time and careful attention our external reviewers provide.

Finally, I would like to thank the authors who have contributed to JoLLE and the readers who invest in the scholarship that we are fortunate enough to publish. If you are interested in submitting your writing to JoLLE or serving on our external review board, please refer to the submissions page on our website (jolle.coe.uga.edu) or contact our Managing Editor, John Williams (jolle.submissions@gmail.com). We hope you will consider submitting your writing, reviews, opinion pieces, and/or artwork to be considered in our upcoming issues. You can also follow JoLLE on social media, @JoLLE_UGA.

Sincerely,

Jennifer Ervin

Principal Editor, 2022-2023