CALL FOR CONFERENCE PROPOSALS &/or MANUSCRIPT SUBMISSIONS

Embodied and/or Participatory Literacies: Inspire, Engage, Create, Transform.

JoLLE@UGA 2015 Winter Conference
February 7-8, 2015
Athens, GA

This year’s theme for the JoLLE@UGA Winter Conference and subsequent spring journal issue will be “Embodied and/or Participatory Literacies: Inspire, Engage, Create, Transform.” This theme welcomes wide-ranging notions of how one’s understandings of language and literacy includes students’ and teachers’ construction and participation in the world through their bodies. The JoLLE@UGA Winter Conference has established itself as an inventive and creative place for students, teachers, and researchers to bridge theory, research, and practice in hands-on and action-oriented ways.

The following questions below are meant to help you think about what embodied and participatory literacies might mean, and give ideas for submitting a conference proposal or manuscript for our themed spring issue. Note: You do not need to submit a manuscript to submit a conference proposal, or vice versa, to be considered for either, although you may.

- What is the role of the body in literacy?
- What practices promote participatory models of learning in literacy classrooms?
- What forms of embodied and disembodied learning take place in the literacy classroom?
- How are performative and participatory literacies essential to functioning in the 21st century?
- How are bodily-kinesthetic modes of learning being utilized and practiced in the literacy classroom?
- How are bodies being used as tools rather than obstacles of reading, writing, and language use?
- How are non-traditional literacy practices such as dance, art, drama, etc. being used in the literacy classroom?
- How might embodied and participatory practices be sites of resistance and social justice?
- How are embodied and participatory literacy practice gendered?
- How are 21st century literacies impacting the way students participate within the world?
- How can classroom spaces be organized so as to support participatory and embodied learning?
- In what ways are teachers and students part of “participatory cultures”?
- How do children’s and young adult literature demonstrate embodiment and participatory literacies?
- How do embodied and participatory notions of language and literacy combat the Cartesian mind/body dichotomy?
- What is the role of out-of-school experiences and how are they used to engage students’ participation in literacy practices?
- How do schools support, position, and/or control the use of bodies in the teaching of literacy, reading, writing, and language?
- How are students and teachers using their bodies to interact with the social, cultural, and historical worlds around them?

CONFERENCE PROPOSALS SUBMISSIONS ARE DUE BY OCTOBER 5, 2014
See http://jolle.coe.uga.edu/conference-2015/ for more information

MANUSCRIPT SUBMISSIONS FOR OUR THEMED SPRING ISSUE ARE DUE BY FEB. 27, 2015.
See http://jolle.coe.uga.edu/about/submission-guidelines for more information