Virginia English Journal

summer 2019

“empowerment”

# Submit your work to VEJ’s SUMMER 2019 Issue

Motivation and learning matters (Jones, 2009), and for the next five issues, I invite you to consider motivation and learning as it applies to your English language arts curriculum. For this first issue, share how you design curriculum in such a way that empowers students to become invested in their learning.

Like us, our students need autonomy. As English teachers, we can provide this through choice and giving students some control in the classroom. In order to be effective, we know that choice needs to be limited and reasonable. In the context of choice, there are ways to encourage students to tap into *place* (Azano, 2011), with opportunities to meaningfully tie the curriculum to the realities in students’ lives. Place-based pedagogy can also work to empower students. What have you found empowers students?

* How have you incorporated place-based pedagogy into your units?
* What are some ways you’ve structured your curriculum to empower students?
* When have you seen your students “on fire” for their work? What have you found ignites that fire for students?
* What specific topics for applying the 5 C’s of creative thinking, critical thinking, collaboration, communication, and citizenship resulted in meaningful work and dynamic end-results?
* How have you involved students in helping to develop criteria by which an assignment will be evaluated?
* Either as a class or individually, how have you let students make decisions regarding specific works of literature to be read? What were the results of providing students with this autonomy in the classroom?

This issue of the *Virginia English Journal* will contain three types of articles, described below:

**Feature articles**:These are longer articles of 3,000 to 5,000 words that blend research and practice, providing educators with theoretical understandings as well as practitioner-friendly ideas.

**Great teaching ideas:** Shorter articles of 1,000 to 2,000 words that focus on effective and innovative teaching practices that other educators can quickly put into action in their classes.

**Promising young scholars:** This section is designed for English and English education majors interested in sharing their ideas with an audience of fellow educators. Articles in this section should blend research-based insights with practical suggestions for application and share unique perspectives on English instruction.

Submission deadline: May 1st, 2019

Submission Information:

To submit a manuscript, email editor Jenny Martin at jmmartin@bridgewater.edu with the following documents attached:

1) Title Page, including:

a. manuscript title

b. author’s name

c. correspondence info: address, email, phone number

d. a brief bio: indicating affiliation, recent publications

e. a 100-200-word abstract

2) Blinded Manuscript. Do not include any identifying information in your manuscript document or in the document file name. Replace author identification with “Author” or “Author A,” etc. Please make sure your abstract is also included in this document. Please include tables and/or figures within the manuscript.

Other Submission Information:

Submissions must be in MS word and follow the style outlined in the Publication Manual of the American Psychological Association (2009, 6th edition).

Once a manuscript has been received, the editor will determine whether it will be sent out for review. All manuscripts chosen for review are read by a minimum of two reviewers. *VEJ* will attempt to reach a decision on each article within three months.

References

Azano, A. (2011). The possibility of place: One teacher’s use of place-based instruction for English students in a rural high school. *Journal of Research in Rural Education*, 26(10). Retrieved from <http://jrre.psu.edu/articles/26-10.pdf>.

Jones, B. D. (2009). Motivating students to engage in learning: The MUSIC Model of Academic Motivation. *International Journal of Teaching and Learning in Higher Education, 21*(2), 272-285.