



CALL FOR PAPERS: Transformative Pedagogy in K–20 Portuguese and Spanish Classrooms

Submission Deadline: Sept. 15, 2020

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Current events from 2020 are iteratively reshaping how we teach Spanish and Portuguese in K-20 programs. In March 2020, the global pandemic changed our everyday lives. In May 2020, the murder of George Floyd resituated antiracist reform and a call for justice to the forefront of our priorities. In Summer 2020, anti-immigration policies in the United States topped national news. The claim that classrooms are the spaces where critical thinking, curiosity and pleasure of learning should take place, made by bell hooks in her seminal 1994 book *Teaching to Transgress: Education As the Practice of Freedom*, is perhaps even more valid than ever before in light of these current events. How has the disruption of the pandemic affected teaching and learning of Spanish and Portuguese? And, how are our classrooms responding to global protests and call for reform and equity and social justice? How does the digital and in-person classroom meet these aims? This special feature explores the transformation that is taking place in Spanish and Portuguese programs and courses in K–20 as a response to the moment in which we are living. **We seek short-form articles and media/pedagogy reviews from authors at all instructional levels that contribute to the evolving landscape of the teaching and learning of Portuguese and Spanish and that specifically focus on the pandemic and/or antiracist or anti-immigration reform as the jumping off point for pedagogical transformation.**

Short-form articles:

- 1,500–3,000 words
- engage with the theme of the feature and written in Spanish, Portuguese, or English
- promote an inclusive and forward-thinking vision
- free of biased language, unsupported speculation, and content that might be regarded as promotional

Media/pedagogy resource reviews

- 500–1000 word reviews of media and/or pedagogy resources that offer tools for K–20 Portuguese and Spanish instructors to deliver effective and meaningful pathways to learning for students
- engage with the theme of the feature and written in Spanish, Portuguese, or English
- reviews may be very general, or they may focus on a specific topic, instructional level, or student outcome, among other defining features (e.g., social justice in online resources; virtual reading resources for high school instruction, etc.)
- possible ideas for reviews include, but are not limited to the following resources: online tech / media resources that promote engaged remote learning (e.g., CMS, FlipGrid, Slack, Yabla, etc.); online resources for class content (e.g., podcasts, online graded readers, online news sources, online museum visits, virtual libraries and commons, etc.); books, reports, or other publications that engage with the feature's theme and could be used for enhancing teaching and learning of Portuguese or Spanish at all instructional levels; online trainings; visual media; art and activism online resources

Authors of accepted submissions must be open to making changes to their short-form articles or reviews prior to publication based on suggestions from the editorial review process. Questions and submissions should be directed to Jennifer Brady (jbrady@aatsp.org). Please include the following in the subject line of your email: **Transformation Special Feature**