Purpose
This special issue focuses on adolescents and adults working in various forms of partnership to understand their literacies and how they envision and perhaps re-envision meaning making. Thus, our call for proposals invites literacy researchers and practitioners to embrace the participation (involvement through partnership) of adolescent or adult family members as co-researchers and/or co-authors. However, we also welcome manuscripts written by adult researchers only if the participants’ instrumental role is acknowledged, unpacked, and honored. Across all manuscripts, we require authors to address ethical considerations.

As literacy researchers, we continue to grapple with ways that people make meaning with digital and nondigital resources and practices across the lifespan. Participatory action research has offered the field a way to focus on underrepresented voices in research. Despite these efforts, the researcher continues to be the mouthpiece through which adolescents’ and adults’ understandings and feedback are relayed. This special issue titled, Adolescents, Adults, and their Literacies: Reframing Child-Parent Research in Practice, addresses a real and pressing need for youth and adult participants to be co-researchers and co-authors of their literacy experiences.

Child-parent research offers a participatory approach that spans both adolescent and adult research fields (Abrams et al., 2020a, 2020b; Schaefer et al., 2020, 2021). Similar to youth participatory action research (YPAR), child-parent research seeks to empower youth by dismantling power-laden hierarchies and by preserving the authenticity of youths’ words and ideas. However, child-parent research goes even further as it intentionally cultivates an ethical stance, which underscores youth and adult involvement at every stage of research—from design through presentation...
and publication. Furthermore, this practice extends to family members and family friends (Onwuegbuzie, 2020) and centers on adolescents and adults working in various forms of partnership.

Interested in learning about the background of child-parent research? Click here.

Relevance to Adolescent and Adult Literacy
Despite best efforts, researchers focus on young children (and not adolescents or adults), whose voices are, nonetheless, heard through the researchers. The latter is pervasive likely because of the nature of the academic paradigm guiding research and publication, which leaves little room for adolescents and adults, who are not ensconced in academia, to be active participants in discussions about their literacies and their education. There are unique and potentially powerful opportunities for parents to learn with their children, for youth to learn with their parents, or even for adult children to learn with their senior parents (or possibly grandparents). This special issue, therefore, invites authors to explore the various ways child-parent research can be framed, reframed, and conducted and, thus, provide insight into multiplicitous and textured literacy practices and meaning-making experiences.

Departments and Topics
When submitting your 500-1,000-word proposal, please indicate the type of manuscript you propose to write (Feature Article, Common Discourse, Multilingual Lives, Texts for Teaching, Commentary and Policy in Context, or Curriculum Case Study).
We are very interested in manuscripts that specifically feature
- Literacy across the lifespan
- International/global perspectives
- Family/community spaces and practices that go beyond formal instructional contexts
- Conversations about education at various Levels (middle school, high school, college, adult/night school)
- Challenges and opportunities that exist in literacy spaces more broadly
- Adult literacy practices and spaces
- Literacies of caregiving (regardless of age)
- Literacies related to learning with and from children or adult family members with special needs
● Underrepresented voices, including, but certainly not limited to, authors and coauthors underrepresented due to race, identity, gender, language, location, and professional context
● Digital and nondigital literacies
● Multimodal practices
● Multilingual literacies

Timeline
All dates are Tuesdays.

● July 20, 2021: Call for Proposals posted and circulated via email and social media
● September 14, 2021: 500-1,000-word proposals due
● September 28, 2021: Decision emails sent to authors
● December 7, 2021: Authors email manuscript progress report to special issue editors
● February 8, 2022: Full manuscripts due for review and adjudication
● February 15, 2022: Manuscripts sent for review
● April 26, 2022: Reviews returned with editorial guidance (includes adjudication)
● July 5, 2022: Revised manuscripts due
● August 23, 2022: Final manuscripts prepared for publication
● Target Volume: Nov/Dec, 2022 (issue 3)
References


