

2010

Front Matter

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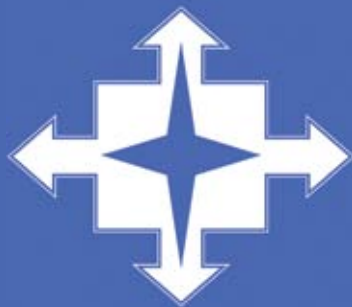
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JAEPL



The Journal of the Assembly for Expanded Perspectives on Learning

AEPL Conference Speaker: Imagination and Representation in Graphic Narratives
Louann Reid

Transforming Text: Finding the Poem Within
Deborah F. Carrington and Chapman Hood Frazier

Wise Teaching to Students' Kinesthetic Intelligence: The Teacher as Surrogate, Guru, Foreshadower, Choreographer, or Expeditionist
Sara K. Schneider

Nurturing Difference: The Autistic Student in Professional Writing Programs
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The Forgiveness Classroom: Bringing Together Students from Both Sides of the Walls through Deep Listening
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Julie Kearney

It's Complicated: Using Facebook to Create Emotional Connections in Student-Professor Relationships
Anthony T. Atkins

Weaving a Song of Self
JoAnne Katzmarek

Out of the Box: Taking the Great Leap of Being
Bruce Novak

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JAEPL

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English, is open to all those interested in extending the frontiers of teaching and learning beyond the traditional disciplines and methodologies.

The purposes of AEPL, therefore, are to provide a common ground for theorists, researchers, and practitioners to explore ideas to participate in relevant programs and projects; to integrate these efforts with others in related disciplines; to keep abreast of activities along these lines of inquiry; and to promote scholarship on and publication of these activities.

The *Journal of the Assembly for Expanded Perspectives on Learning*, JAEPL, also provides a forum to encourage research, theory, and classroom practices involving expanded concepts of language. It contributes to a sense of community in which scholars and educators from pre-school through the university exchange points of view and cutting-edge approaches to teaching and learning. JAEPL is especially interested in helping those teachers who experiment with new strategies for learning to share their practices and confirm their validity through publication in professional journals.

Topics of interest include but are not limited to:

- Aesthetic, emotional & moral intelligences
- Learning archetypes
- Kinesthetic knowledge & body wisdom
- Ethic of care in education
- Creativity & innovation
- Pedagogies of healing
- Holistic learning
- Humanistic & transpersonal psychology
- Imaging & visual thinking
- Intuition & felt sense theory
- Meditation & pedagogical uses of silence
- Narration as knowledge
- Reflective teaching
- Spirituality
- New applications of writing & rhetoric
- Memory & transference



Membership in AEPL is \$30. Contact Theodore Timpson, AEPL, Membership Chair, P.O. Box 60505, Palo Alto, CA 94306 email: now@youngspirit.org. Membership includes that year's issue of JAEPL.

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JAEPL website: <https://www.sworps.tennessee.edu/aepl/html/jaepl.htm>

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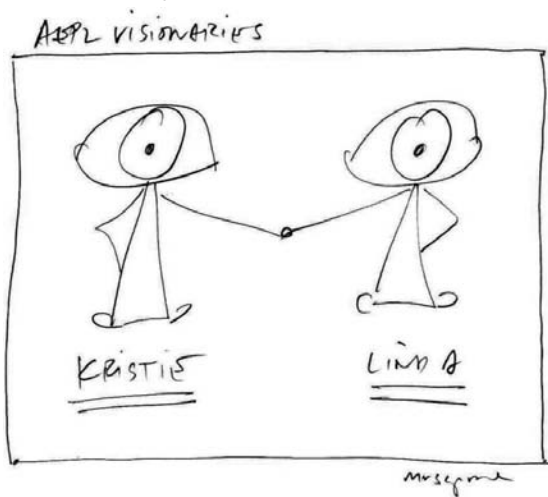
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EDITORS' MESSAGE

A deceptively cheerful morning sun breaks through the mid-November gloom that has been hovering over Pennsylvania and Illinois for the past few days. The frost melts on the mums, but several clumps have already bowed to the on-coming change of seasons. A proprietary deer strolls through a neighbor's yard, as a wickedly chill wind kicks up. Maybe later, when the sun climbs to more distant heights, the leaves that neither of us has yet raked up in our respective yards will just blow away.

We are nearing the final stages of preparation for this issue of *JAEPL*.

A steep challenge rises before us, but it no longer seems Sisyphean. After checking over the galleys that our first issue's writers have promptly returned, we know we will be able to follow Peter Elbow's fine guest editing of Volume 15 with an equally strong Volume 16. For that, we feel equal measures of gratitude and excitement. The writers in this issue have given *JAEPL* readers their best.



On the other hand, we wonder how well we will manage to match the great strides of our predecessors, Kristie Fleckenstein and Linda Calendrillo. They turned *JAEPL* into a fine NCTE-affiliate journal, creating an innovative space for well-established and emerging scholars alike to explore the values of AEPL in their intellectual work. Consequently, after 11 years under Kristie's and Linda's guidance, *JAEPL* has earned a solid reputation for advancing our ongoing discussions about

teaching and learning in many productive directions. We suspect that ultimately, Laurence Musgrove's wonderfully whimsical cartoon pays tribute to Kristie and Linda more eloquently than we can. Indeed, we may return more than once to Musgrove's sense of fun and art to say what we can't.

But as editors who follow in the wake of such impressive achievement, we are optimistic. The summer 2011 AEPL conference in Colorado has already inspired us. Its theme—"Literacy for Love and Wisdom: Being the Book and Being the Change"—closely resonates with the writers whose work appears in these pages.

Louann Reid's superb keynote presentation to the 2010 conference aptly opens this issue. Her discussion of graphic narratives shows us how our students can "be the book" by applying their own imagination and images to the printed page, becoming in effect, visual rhetoricians as well as visual thinkers. Reid gives us ample reason to enlarge and usefully complicate our definitions of literacy in the process. Following closely upon Reid's claims, Deborah Carrington and Chapman Hood Frazier demonstrate ways in which working with multimodal representations of texts enable teachers to recon-

ceive approaches to teaching poetry. Carrington and Frazer assert that students need to become poets first, personalizing the language and images of the texts they enjoy and the texts we assign, to discover richer, multiple meanings.

Sara Schneider's essay on tapping into students' kinesthetic intelligence expands upon what the preceding authors share with us. Her ground-breaking investigation of incorporating movement into teaching persuades us that this is another important way to accommodate students' various learning styles. Kinesthetic methods are not as intimidating to bring into our classrooms as we might think.

Meanwhile, Andrea Greenbaum tells us that accommodating learning styles must include a heightened awareness of autistic students, whose numbers are increasing in post-secondary institutions everywhere. She draws upon her own compassionate experience with such a student to provide basic considerations that we all must heed.

At the same time, Ruth Henderson's essay on the "Forgiveness Classroom" takes the themes of compassion, love, and wisdom to even greater heights, as she recounts the work she has done to bring incarcerated sex offenders and college students into dialogue. The result is an intensely moving and theoretically profound discussion that readers of *JAEP* will cherish for years.

Julie Kearney's provocative argument to regard writing as an altered state of consciousness comes next, appropriately. Her claim that such an altered state enables students to make connections to spirituality will stimulate much thoughtful response.

In an equally provocative vein, Anthony Atkins asserts that instructors' participation in social networking sites—Facebook, in particular—can allow them to establish emotional connections with students, offsetting tensions that inevitably arise due to institutional concerns over gender issues. JoAnne Katzmarek also explores how online interaction facilitates relationship building in her essay on a teacher preparation course. A very diverse group of professionals come together in cyberspace to talk about published teaching narratives. Through their engagement in this collaborative experience, they gain valuable insights about their own stories.

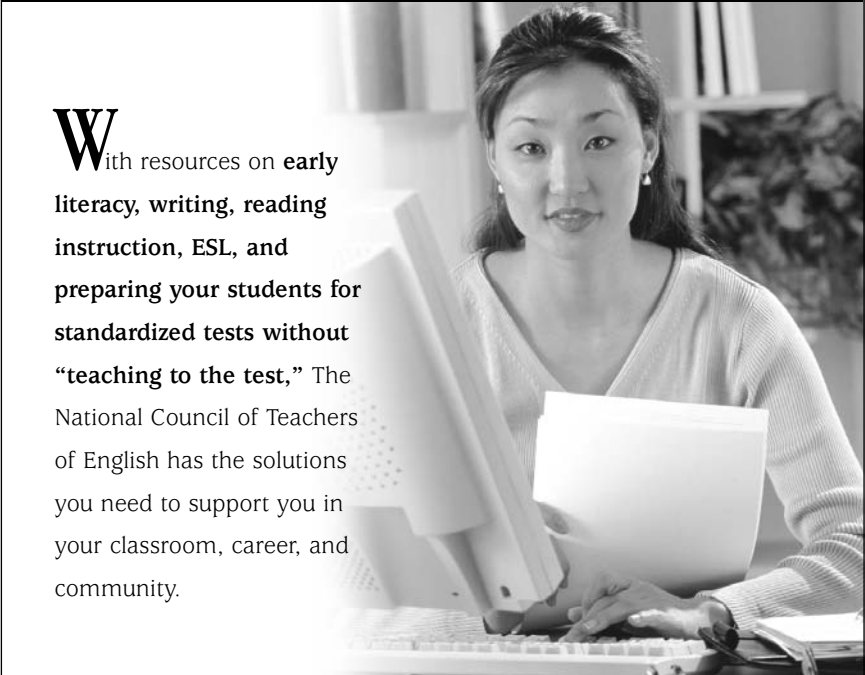
Seasoned *JAEP* readers will notice as well that this issue includes a few new features. In addition to at least one lead article from a conference keynote speaker each year, a column—"Out of the Box"—will invite respected scholars to comment on how an occasion of innovative and sometimes radical thinking influenced their professional development. Bruce Novak, co-coordinator of the 2011 AEPL conference, writes the inaugural contribution. Furthermore, book review editor Judith Halden-Sullivan now introduces reviewers with her thoughtful opening remarks.

Readers will notice, too, that we have redesigned the cover and *JAEP* logo—and that our new publisher, Parlor Press, lets us use a dash of color. The logo represents the out-of-box thinking that characterizes AEPL. The simple star at its core represents that scintilla of creativity that keeps teaching fresh and inventive.

We are thrilled to serve an Assembly that continues to thrive, both in its early summer conferences and in its strong presence at NCTE and CCCC. If you are reading this journal for the first time but haven't joined us as members, please take a moment to fill out and mail the form in our back pages. You'll be very happy you did. We can bear ready witness that AEPL is a warm, energetic group of professionals whose firm commitment to teaching and learning will surely revitalize you.

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