2019 Journal of Folklore and Education: Call for Submissions

The Journal of Folklore and Education is a peer-reviewed, multimedia, open-access journal published annually by Local Learning: The National Network for Folk Arts in Education. Local Learning links folk culture specialists and educators around the world, advocating for inclusion of folk and traditional arts and culture in education. We believe that "local learning"—the traditional knowledge and processes of learning that are grounded in community life—is of critical importance to the effective education of students and to the vigor of our communities and society.

JFE publishes work representing ethnographic approaches that tap the knowledge and life experience of students, their families, community members, and educators in K-16, higher education, museum, and community education. We intend our audience to be educators and students at all levels and in all settings, folk culture specialists, and those working in community-based organizations. As a digital publication, the Journal of Folklore and Education provides a forum for interdisciplinary, multimedia approaches to community-based teaching, learning, and cultural stewardship. It is found at www.locallearningnetwork.org.

The 2019 theme is The Art of the Interview. Interviewing is a core methodology in the field of folklore and a technique often used in K-16 education. Folk arts interviews teach important details about cultural context, artistic expression as communication, and the ways stories can help us better understand our communities. The practice of interviewing integrates well with many K-16 curricular areas and education standards so that art and culture can be embedded in additional subject areas. Providing specific curricular examples of interviewing for folk arts education will expand educators’ options when using interviewing as a learning tool.

This JFE special issue will include work that illustrates HOW to do an interview, WHY use interviews as a part of one’s curriculum, and WHAT can be done with completed interviews.

Essential questions that contributors may use to inspire their writing include the following:

~ How can one best prepare students, artists, and others for interviewing? How can you design an interview project for desired student understanding?
~ How might interviewing with an attention to local knowledge enhance other inquiry-based research models being used in learning spaces?
~ How can the tools of folklore such as observation, identifying important traditions and rituals, and collecting personal experience narratives through interviews create opportunities for addressing significant social questions?
~ What role can emergent and interactive ethnography play in educational settings? How has digital technology influenced the outcome and approach to interviewing?
~ How may interviews be integrated with the arts, be seen as art themselves, or become a part of constructing the idea of who may be an “artist”?
~ How can educators from multiple disciplinary areas, including science, social studies, composition, or literacy, use interview practices in their teaching?
~ How does a folkloristic, ethnographic approach to working with learners in a classroom, museum, or community setting connect them with cultural knowledge systems different from their own and deepen their understanding of their own places?
How can university teacher-preparation programs include ethnography as a key part of their pedagogy?

How can the field of folklore help address “tough conversations” or controversy found in contemporary discourse surrounding the education achievement gap or structural racism of schools and their communities? How might this help us serve learners with diverse perspectives in our classrooms?

More about Submissions: We seek submissions of articles, model projects, multimedia products, teaching applications, and student work accompanied by critical writing that connects to the larger frameworks of this theme. We particularly welcome submissions inclusive of perspectives and voices from represented communities. Co-authored articles that include teachers, administrators, artists, or community members offer opportunities for multiple points of view on an educational program or a curriculum. We publish articles that share best practices, offer specific guides or plans for implementing folklore in education, and articulate theoretical and critical frameworks. We invite educators to share shorter pieces for “Notes from the Field.” Nontraditional formats are also welcomed, such as lesson plans, worksheets, and classroom exercises. Media submissions, including short film and audio clips, will also be considered. We highly recommend reviewing previous issues of JFE (see www.locallearningnetwork.org/journal-of-folklore-and-education/current-and-past-issues). Be in touch with the editors to learn more and see whether your concept might be a good fit.

Research-based writing that theorizes, evaluates, or assesses programs that use folklore in education tools and practice are also welcomed. These research articles may intersect with the theme “The Art of the Interview,” but all submissions with a research component will be considered. We expect that research projects will have appropriate institutional permissions for public dissemination before submission to JFE, including approval from Institutional Review Boards (IRBs) and/or data licensing for the acquisition of existing data, as may be required. See the protocol for publishing a study used by ArtsEdSearch (http://www.artsedsearch.org/about/submit-a-study#Review_protocol) for guidance.

Format: Articles should be 1,500-4,500 words, submitted as a Word document. We use a modified Chicago style (not APA) and parenthetical citations. All URL links hyperlinked in the document should also be referenced, in order, at the end of the article in a URL list for offline readers. Images should have a dpi of at least 300. Be in touch with the editors to discuss submission and media ideas and to learn formatting, technical specifications, and our citation style template.

Contact editors Paddy Bowman at pbbowman@gmail.com or Lisa Rathje at rathje.lisa@gmail.com with ideas for stories, features, lessons, and media productions. You may also request a citation style template. Initial drafts of submissions are due April 15, 2019.

Please share this announcement with colleagues and educators in your community. This endeavor is supported by the National Endowment for the Arts.
The Journal of Folklore and Education is a publication of Local Learning: The National Network for Folk Arts in Education

Local Learning connects folklorists, artists, and educators across the nation and advocates for the full inclusion of folklife and folk arts in education to transform learning, build intercultural understanding, and create stronger communities.

Sign up for the quarterly Local Learning E-Bulletin for news, resources, model projects, job announcements, and updates.

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Please support The Journal of Folklore and Education so that we can continue to provide this free resource.

The Art of the Interview
Journal of Folklore and Education Volume 6 will be published in September, 2019
Our advisory committee for Volume 6 issue includes:

Michelle Banks
Amanda Dargan
Jan Spencer de Gutiérrez
Rachel Hopkin
Makaela Kroin
Allyn Kurin
Rossina Zamora Liu
Charlie Lockwood
Diana Baird N’Diaye
Leslie Soble
Michelle L. Stefano
Bonnie Stone Sunstein
Christine Zinni

About the Editors

Paddy Bowman is Founding Director of Local Learning and creator of numerous folklore and education resources. She co-edited Through the Schoolhouse Door: Folklore, Community, Curriculum (2011) and co-wrote a chapter in Folklife and Museums. She was awarded the 2013 American Folklore Society Benjamin A. Botkin Prize for Lifetime Achievement in Public Folklore and in 2016 was named a Fellow of the American Folklore Society. Reach her at pbbowman@gmail.com.

Lisa Rathje is Executive Director of Local Learning. She also teaches in the Goucher College Masters in Cultural Sustainability program. Reach her at lisa@locallearningnetwork.org.

Tim Frandy is Assistant Professor of Folk Studies at Western Kentucky University. His research involves folklore and environments, the medical humanities, cultural worldview, informal economy, and cultural sustainability. He has worked with subsistence hunters, trappers, fishers, wild-ricers, berry pickers, traditional healers, bushcrafters, and traditional artists in northern Indigenous and settler communities.