



Middle Grades Review

Call for Manuscripts: 2018

Middle Grades Review provides a provocative forum for debate within the fields of middle grades education and early adolescence. Inviting a critical perspective, the *Review* is a peer-reviewed, open-source, indexed venue for scholars and practitioners who wish to broaden the discourse of middle grades education by challenging conventional wisdom. The *Review* seeks research, essays, and practitioner accounts that explore themes of democratic education, innovation, and social justice, in relation to early adolescence and/or middle grades education.

1. Technology for Learning in the Middle Grades Issue 4(1)

Submission Date: January 15, 2018

While many commentators advocate for technology to be integrated into middle grades learning and teaching, there is a concomitant concern that technology may not promote widely accepted middle grades practices, such as developmentally appropriate instruction and integrative curriculum. Similarly, while some praise the effectiveness of technology integration in today's classrooms, others report on the deleterious effects of increased screen time. In this call, the *Review* invites research accounts, essays, and practitioner perspectives that examine how the intentional use of technology influences the learning and lives of young adolescents in and out of school.

2. Open Call Issue 4(2)

Submission Date: May 15, 2018

3. LGBTQ Youth in the Middle Grades Issue 4(3)

Submission Date: September 15, 2018

Over the past decade, school administrators and lawmakers increasingly have recognized that lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth are a vulnerable population in schools. While many middle schools have implemented policies designed to ensure all students feel welcome and safe, progress is uneven. In some states and districts, LGBTQ students and teachers lack protections from discrimination on the basis of sexual orientation or gender identity. In others, the protections that do exist may be unenforced or inadequate. With this call, we invite manuscripts related to the experiences of LGBTQ young adolescents.

Types of Submission

1. **Essays** pose opinion, positing or discussing theory, and/or offering critique (under 3000 words, excluding references).
2. **Research and Inquiry** are reports of original research that represent any paradigm or methodology (under 7500 words, excluding references).
3. **Practitioner Perspectives** are accounts of teacher and/or student practice (under 3000 words, excluding references).

For more information or to submit: <http://scholarworks.uvm.edu/mgreview/>