

CALL FOR SUBMISSIONS

RECONCEPTUALIZING CHILDREN, TEACHING AND LEARNING THROUGH INTERGENERATIONAL PROGRAMMING

Guest editors: Dr. Rachel Heydon and Bronwyn Johns (Western University)

People acquire and practice new knowledge across generational lines. Much of the research on intergenerational learning, that is, the acquisition of knowledge through interactions between skipped generations (e.g., young children and grandparents), has focused on what children learn from grandparents (e.g., Gegory, Long, & Volk, 2004). More recent studies have been examining the affordances of intergenerational interactions to adults, subverting the idea that children are the only learners in these relationships. Much of this work has concentrated on intergenerational interactions outside the family, such as in intergenerational learning programs. Findings include that these programs can:

- o expand people's literacy options across the lifespan (Heydon, 2013),
- o help participants forge relationships through literacy practices (Heydon, McKee, & O'Neill, 2017), and
- o create opportunities for participants to see themselves as competent communicators (Heydon 2007).

The literature on intergenerational learning programs is inter- and trans-disciplinary, including but not limited to intergenerational art programs (LaPorte, 2002), singing groups (Cusicanqui-Messaud & Salmon, 2005), technology programs (Gamliel & Gabay, 2014), and multimodal curricula (McKee & Heydon, 2015). This literature has much to say about critical issues in early childhood education such as the social positioning of young (and old), understandings of disability, and the purposes of education (e.g., Heydon, 2007). It is this criticality that can too often be missing from the intergenerational literature, and is the crux of this call for papers.

In this special issue, we invite papers related to intergenerational learning in all its forms, and are particularly interested in innovative intergenerational research and programming that prompt a reconceptualising of children, elders, learning, and the like.

Deadline for submissions: May 1, 2018