



## ***Voices for Educational Equity* — Future Issue Themes and Call for Submissions 2024-2025**

*Voices for Educational Equity* is the online scholarly journal of the Center for Success in High-Need Schools posted on the Center website <http://www.center4success.com/>. *Voices* articles, opinion columns, and book and media reviews reflect contemporary educational priorities, including growing societal concerns about impacts of inequity. *Voices* highlights scholarly research and innovative educator ideas and practices regarding emerging as well as persistent longtime issues and invites the perspectives of all stakeholders to promote a productive dialogue. Unsolicited scholarly articles will be reviewed by scholar referees in the article subject field.

Articles, columns, and reviews for publication in *Voices for Educational Equity* should be submitted as a **Microsoft Word document in Times New Roman 12 point font, 1.15 line spacing, 1 inch margins, and with footnotes and references in APA format.** Email documents as Word attachments to Jerry Berberet, Ph.D., editor-in-chief ([wgberberet@aol.com](mailto:wgberberet@aol.com)). Case studies addressing equity concerns are especially welcomed. Articles and case studies should be approximately 2,500-5,000 words and include a short author bio (50 word limit - name, highest degree earned, institutional/ organizational affiliation, current professional position and email or contact information), 4-5 key words, an abstract of 100-200 words, a brief review of relevant research literature bearing on the article subject, a discussion of findings and results, a conclusion, and a reference bibliography. Columns are opinion pieces, ordinarily of 500-1,000 words, reflecting the views of the author. Book and media reviews should be 500-750 words in length. Authors are invited to email Jerry Berberet ([wgberberet@aol.com](mailto:wgberberet@aol.com)) or call him (850-766-2656) to discuss a potential submission, request referee protocols, or to ask questions. Past issues of the journal can be viewed on the Center's website; <http://www.center4success.com>

The ISSN Number of *Voices for Educational Equity* is 2771-8328. *Voices* is posted as an online "open access" journal twice annually. *Voices* is published by the Center for Success in High-Need Schools <http://www.center4success.com>. The publisher is Jan Fitzsimmons,

Ph.D.([jan@center4success.com](mailto:jan@center4success.com)) president of the Center for Success. The Center mailing address is: 28182 W. Savannah Trail, Barrington, IL 60010.

***Voices Future Issue Call: Volume 20, Number 2, “Literacy” (Submission Deadline, August 15, 2024)***

Perhaps no subject is a more fundamental educational building block than literacy. Learning to read is the *sine qua non* to other learning, whether in literature and social studies, or in science and mathematics. Yet, American student scores on reading achievement tests and other literacy measures show that the needle has either hardly moved or actually declined in recent decades. Major attention has been given over several decades to lagging scores of African American and Latinx students whose numbers are rising in the student population. Adult illiteracy continues to be a significant issue, as well, especially among recent immigrants, people of color, and in low-income communities. Major attention, fairly successfully, has been given to bilingual education in recent years, an effort whose importance remains high in the wake of continuing levels of American immigration. The importance of efforts to improve literacy will not go away as a literate population is essential for the effective functioning of the increasingly complex economic and technological organization of American and global society. Articles, columns, or reviews for this issue might address the following questions:

1. What do recent studies show to be leading causes of illiteracy and how it is affecting student achievement and societal functioning? Are teacher education programs doing their part in preparing teachers for literacy education?
2. To what extent have advances in early childhood education contributed to improving literacy rates in recent years? What are examples of best practices in early childhood education related to literacy?
3. What examples exist of outstanding adult literacy programs?
4. Is teaching and learning in disciplines other than language and literature contributing to the literacy problem? What pedagogical best practices in these areas are contributing to literacy education?
5. How has assessment advanced literacy? Constructed barriers to literacy?
6. Is it possible to teach all children to read and to love to read simultaneously?

***Voices* Future Issue Call: Volume 21, Number 1, “Innovations in Educational Technology”  
(Submission Deadline, January 15, 2025)**

Since the days when calculators replaced the slide rule as an electronic tool to accelerate analytical functions, educators and the public at large have experienced angst about the rapid pace with which technology has replaced functions long considered building blocks of ever more sophisticated learning. The concern has been that technology may replace the human brain to the extent that humans may become overly dependent on technology in performing everyday analysis, calculation, and communication, but may also be forced to cede essential decision-making control to machines regarding human and societal well being.

Yet, the recent pandemic made increased uses of educational technology essential, especially in responding to stay at home schooling mandates that required home-based learning early in the pandemic and later a hybrid model blending in person classroom learning and online remote learning. There are widespread reports of learning deficits that resulted from this home-based learning, especially in the lower elementary grades. Research is needed to determine whether technology was responsible, the absence of in-person guided instruction, a combination of the two, or other factors. It seems clear that remote learning was given a boost as a result of the pandemic, that expanded online learning is here to stay, and that the pandemic encouraged technological innovation in education.

Although anxiety about the educational impacts of technology are far from new, the experience of the pandemic seems to have added to such concerns while also encouraging the advocates of technological innovation. On the alarm side, concerns have grown especially with the advent of innovations that have made artificial intelligence (AI) both the hottest new educational product on the market and the subject of regulatory efforts at the highest level. Corporate AI innovators herald a transformative new technology that they claim has boundless benefits for American education, economy, and security in a tumultuous world.

In this issue *Voices for Educational Equity* reviews recent technological innovations in education broadly speaking, while focusing on the impacts of AI specifically. The former are many and their benefits well-established and should not be overshadowed in the wake of recent concerns about the impact of Open AI’s Chat GPT and AI more generally. It seems clear that the march of technological innovation represents the arc of history. Given this likely inevitability and its acceleration, it is appropriate for *Voices* to help take stock of the educational impacts of new educational technologies, including what they are, their projected benefits, and causes for concern that they raise. With the above considerations in mind, *Voices* invites research articles, program descriptions, case studies, opinion pieces, and book and media reviews that explore and analyze recent innovations in educational technology with questions such as the following in mind:

1. What are leading technological innovations and their educational adaptations, especially reflecting the experiences of remote learning during the recent pandemic? What have we learned, positively and negatively, about effective ways to use technology as a result of pandemic experiences in education?

2. How can educators strike a balance between utilizing technology as a teaching tool and ensuring that students still develop essential non-digital skills such as critical thinking and effective communication?
3. What have research findings shown to be most beneficial and most concerning about these technological innovations? What new educational best practices have emerged as a result of educational technological over the past decade?
4. How does the use of artificial intelligence (AI) and machine learning algorithms in education impact personalized learning and adaptability to individual student needs? What role does gamification play in motivating and engaging students in the learning process? What are the limitations of such gaming in education?
5. With equity concerns in mind have new technologies improved or exacerbated the “digital divide” in education in recent years?
6. How can technology assist in fostering global collaboration and cultural awareness among students in a diverse, interconnected world?
7. What should all teacher candidates know, be able to do, and have experienced about technology before they enter the classroom? How can teachers effectively teach digital literacy and responsible online behavior in an age when students are constantly connected to the internet and social media?

***Voices Future Issue Call: Volume 21, Number 2, “Special Education Re-examined”***  
**(Submission Deadline, August 15, 2025)**

Pressures that have threatened to overwhelm schools in recent years, exacerbated during the recent pandemic, have manifested themselves most, perhaps, in special education. A combination of inadequate special education teacher preparation to address the range of disorders children present and the growing numbers of children with social, emotional, and learning disorders has produced either a current crisis or a crisis in the making depending on one’s view. Special education licensing criteria that in some states are as minimal as four courses leave these teachers underprepared to provide adequate services for this growing number of students.

This under preparation is especially acute from the viewpoint that many students have both educational and psychological needs that should be treated simultaneously for special education to be effective. Moreover, many of these students suffer from traumas that require the attention of therapists, suggesting the need for close relationships between schools and the therapy profession that for the most part do not exist. In the context of the gaping national teacher shortage, the long-time shortage of special educators truly constitutes a crisis in the present context.

In addition to providing adequate preparation for special educators, teacher education programs should prepare general education teachers to provide a certain level of services to children with special needs. MTSS (multi-tiered school services) requirements in IEPs (individual educational plans) call for significant integration within three tiers of often hybrid services involving both

special educators and general education teachers. MTSS is designed to meet special needs of students with disabilities in a comprehensive fashion.

With the above call for action in mind, *Voices for Educational Equity* poses the following questions to help guide those who prepare submissions to further understanding and effective responses to needs in special education:

1. What research findings shed light on the scope of the special education crisis, especially on the numbers of students and their disorders that require special education services, the services that are most in need, and the numbers of additional special education teachers required to address these needs?
2. What model curricula, programs, and best practices exist that might help guide a meaningful reform of special and general education teacher preparation and professional practice?
3. What would an ideal teacher education curriculum look like to prepare all teachers to contribute meaningfully in meeting MTSS requirements? How would it ideally be imbedded into the total teacher preparation curriculum?
4. How might schools improve/expand cooperation with parents and providers of therapy services in meeting the needs of students?

***VOICES FOR EDUCATIONAL EQUITY***  
**THE EDITORIAL BOARD**

Wm. G. Berberet  
Editor-in-Chief

Ava Belisle-Chatterjee  
Columbia College

Erica Davila  
Lewis University

Michael Dieter  
Trinity Christian University

Rebecca Nelson  
North Park University (ret.)

Jan Fitzsimmons  
Publisher