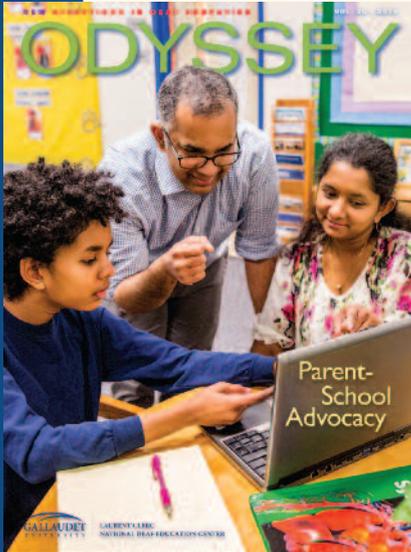


# Seeking Submissions for the 2021 Issue of *Odyssey*

## **THEME: Transformative Practices in Instruction, Collaboration, and Administration**

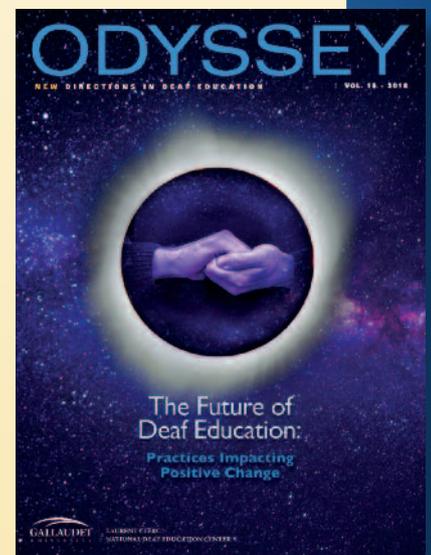


The next issue of *Odyssey* will focus on how schools, professionals, and families have been transforming the learning experiences of deaf and hard of hearing students as we move into the third decade of the 21st century. Education is undergoing profound changes that involve not only interpersonal and technological skills but also new practices and strategies aimed at dismantling systemic racism, addressing inequities, and effecting restorative justice. What innovative practices have been adopted that address the numerous demands for academic success and social-emotional well-being that have arisen?

What are we doing to ensure all deaf and hard of hearing students with diverse backgrounds and skills have access to rich educational opportunities and experiences involving STEAM, makerspace approaches, and other emphases on career readiness alongside long-standing concerns for language acquisition and learning? What does literacy development for deaf and hard of hearing students look like when their textbooks have been replaced with electronic texts? How has social media been leveraged in language-rich learning contexts with increased emphasis on visual images, inclusion of captions, and video content in American Sign Language and other sign languages? How do deaf and hard of hearing students navigate social-emotional exchanges in virtual environments along with those in real-world settings?

We want to know:

- How have priorities shifted, and how have we been transforming students' learning experiences in order to meet new expectations, especially within existing systems?
- Which soft skills (e.g., people skills, social skills, communication skills) are needed for career readiness, and how do we ensure deaf and hard of hearing students develop those skills?
- How do we ensure equitable practices are being effectively implemented and that they rise above performative approaches to become authentically restorative?
- How do administrators think about "talent" when recruiting, mentoring, and growing professionals, especially those who are also members of minority groups?
- How do educators deliver high-quality, culturally responsive instruction that meets the needs of diverse deaf and hard of hearing students?
- What community tools and other strategies do families leverage in ensuring their deaf or hard of hearing children are prepared for a rapidly transforming world?



The Clerc Center seeks articles from families and professionals sharing their stories and experiences. Please e-mail your ideas to [Odyssey@gallaudet.edu](mailto:Odyssey@gallaudet.edu). The deadline for article submissions is November 15, 2020, or when the magazine reaches capacity. Contact us at any time with questions or to discuss your ideas.