NEW CO-EDITORS APPOINTED TO THE JOURNAL OF ADOLESCENT & ADULT LITERACY BY THE INTERNATIONAL LITERACY ASSOCIATION

NEWARK, Del. (March 13, 2015) – The International Literacy Association (ILA) announced today the appointment of Kelly Chandler-Olcott and Kathleen A. Hinchman as new co-editors of the Journal of Adolescent & Adult Literacy (JAAL), the leading peer-reviewed journal for educators of literacy learners ages 12 and older. Their editorship will begin on June 1, 2015, and run through May 31, 2021.

Kelly Chandler-Olcott is professor and chair of the Reading & Language Arts Center at Syracuse University. A former secondary English and social studies teacher, she now teaches undergraduate and graduate courses in content literacy and English methods. Kelly’s research interests include adolescents’ technology-mediated literacy practices, classroom-based inquiry by teachers and inclusive approaches to literacy instruction. She has co-authored five books, the most recent being “Tutoring Adolescent Literacy Learners: A Guide for Volunteers” and “A Land We Can Share: Teaching Literacy to Students with Autism.”

Kathleen A. Hinchman is professor in the Reading and Language Arts Department and Associate Dean for Academic Affairs of the School of Education at Syracuse University. A former middle school teacher, she now teaches literacy methods courses and doctoral seminars. Her research explores adolescents’ and teachers’ perspectives toward literacy, with a recent focus on literacy-related secondary school reform. Kathleen has published several books, including “Reconceptualizing the Literacies in Adolescents’ Lives” and “Best Practices in Adolescent Literacy Instruction.”

“The Journal of Adolescent & Adult Literacy is unique in that it is the only literacy journal published exclusively for teachers of older learners,” said Marcie Craig Post, Executive Director, International Literacy Association. “This requires a distinctive perspective on the literacy practices of adolescents and adults, an area that Kelly and Kathleen have dedicated their careers to as both educators and researchers.”

Kelly and Kathleen’s research has been featured prominently in the Journal of Adolescent & Adult Literacy, as well as other leading literacy journals, including The Reading Teacher and Reading Research Quarterly.

The Journal of Adolescent & Adult Literacy reflects current theory, research and practice in support of effective literacy instruction. In addition to middle school, secondary and postsecondary classroom teachers, its readership includes university researchers and scholars, literacy consultants, administrators and policymakers.

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 75 countries. With 60 years of experience in the
field, ILA believes in the transformative power of literacy to create more successful societies, healthy communities and prosperous economies. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. The International Literacy Association publishes several peer-reviewed journals, including The Reading Teacher, Journal of Adolescent & Adult Literacy and Reading Research Quarterly. For more information, visit literacyworldwide.org.

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