

Getting involved in *MinneTESOL Journal*

Jen Ouellette-Schramm and Jen Vanek

You know that *MinneTESOL Journal* is a resource for academically rigorous, yet practitioner-friendly and relevant articles related to English language education in Minnesota and surrounding states. You know that you can access and share articles through the Journal's open-access, fully online and free platform. But did you know that whether you are a new or seasoned teacher, teacher educator, or emerging expert in the field, you can partner with *MinneTESOL Journal* to develop and share your expertise?

As a practitioner, you can work with the editors to craft what is working well in your classroom into a evidence-based practice article. As a teacher educator, you can leverage *MinneTESOL Journal* articles as thought-provoking springboards for discussion or models for linking theory to practice. Furthermore, *MinneTESOL Journal* now offers the options of blind peer review or editorial board review for both our Spring and Fall issues. Increased opportunities for blind peer review provide an excellent opportunity for graduate students to take their scholarship to the next level. *MinneTESOL Journal's* peer review process is rigorous yet supportive of new authors. If a submission shows potential for publication, our senior editors work closely with authors, mentoring them through revisions and toward publication.

MinneTESOL Journal currently has opportunities for ambassadors to share the Journal's work, and reviewers to provide rich guiding feedback on manuscript submissions. The Journal will also be moving into a new phase of leadership, with opportunities to join the editorial team. Please contact senior editors Jen Vanek or Jen Ouellette-Schramm regarding how you would like to get involved!

Author Bios:

Jen Ouellette-Schramm, Ed.D., is English for Academic Purposes faculty with Riverland Community College and has supported adult English learners and their teachers for over 15 years. Her Ed.D. focused on adult development and learning. Her research and practice explore the developmental diversity and growth of adult English learners and their teachers. Contact: jouellette01@hamline.edu

Jen Vanek, Ph.D., is the Director of Digital Learning and Research at the EdTech Center @ World Education. She conducts field testing on promising new educational technologies, facilitates a community of practice on distance and blended learning called the IDEAL Consortium, and collaborates with talented colleagues to build capacity of educational institutions to use technology to reach more adult learners with basic skill development needs. Jen is a Senior Editor of the *MinneTESOL Journal*. Contact: jen_vanek@worlded.org

Feature Image:

