

# Call for Papers

Special Issue: Exploring Adult Learners' Experiences; anticipated publication Fall 2026

**Guest Editor:** Leah Katherine Saal, Loyola University Maryland

The voices and lived experiences of adult learners provide invaluable insights into the field of adult literacy and numeracy education. Understanding these experiences is essential for developing learner-centered approaches, informing policy, and shaping programs that meet the diverse needs of adult learners in a rapidly changing world. This special issue of *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy* will focus on exploring and amplifying the experiences, challenges, and successes of adult learners, with the goal of fostering deeper connections between research, practice, and policy.

Adult learners in formal and informal learning environments navigate unique paths that are shaped by cultural and linguistic diversity, program and resource availability, prior educational experiences, and evolving technological demands. By listening to their stories, educators, researchers, and policymakers can gain a richer understanding of how to create meaningful, equitable, and effective learning environments.

We are seeking journal submissions that explore the experiences of adult learners from multiple perspectives, including student, educator, and community contexts in which they learn. Topics might include, but are not limited to:

- Adult learner journeys in literacy, numeracy, or digital skills acquisition
- How personal, cultural, or community contexts shape learning experiences
- Challenges faced by adult learners and the strategies they use to overcome them
- The impact of learning on adults' lives, families, and communities
- Reflections on adult learners' experiences during the COVID-19 pandemic or other significant cultural or historical events

This special issue will include **Research, Reports from the Field, and Viewpoints**. For more details on each type of submission, please visit <https://www.proliteracy.org/ale-journal/>. All submissions will undergo double-blind peer review. Submissions from international contexts are encouraged to provide a diverse and global perspective.

Authors have two options to indicate their interest in contributing to the special issue (see optional deadlines) or may submit a manuscript by the last deadline.

- **February 28, 2025:** [submit letter of intent](#) indicating interest in submitting manuscript (OPTIONAL);

- **May 1, 2025:** submit manuscript for preliminary feedback from the special issue guest editor ([lksaal@loyola.edu](mailto:lksaal@loyola.edu)) prior to submitting a manuscript for peer review (OPTIONAL);
- **September 15, 2025:** [submit](#) final manuscript for peer review with no feedback from the special issue guest editor.

**For more information, contact Leah Saal at [lksaal@loyola.edu](mailto:lksaal@loyola.edu) or the journal editors at [ALEJournal@proliteracy.org](mailto:ALEJournal@proliteracy.org).**