

Critical Studies in Education



Instructions for Submissions

Critical Studies in Education invites scholars from around the world to submit a 400 word expression of interest to Guest Editor Dr. Nisha Thapliyal no later than June 1 2016. Full papers (of between 6,000 and 9,000 words, inclusive of references, endnotes and other material) should then be submitted for review by November 30 2016 via the journal's online submission page. The Special Issue will be published in the February 2018 (59/1) issue of the Journal. Interested parties are encouraged to familiarise themselves with the Journal's aims and scope. Authors should also refer where possible to existing debates already published in the journal and to ensure that their article makes an original and theoretically informed contribution.

Submissions and enquiries:

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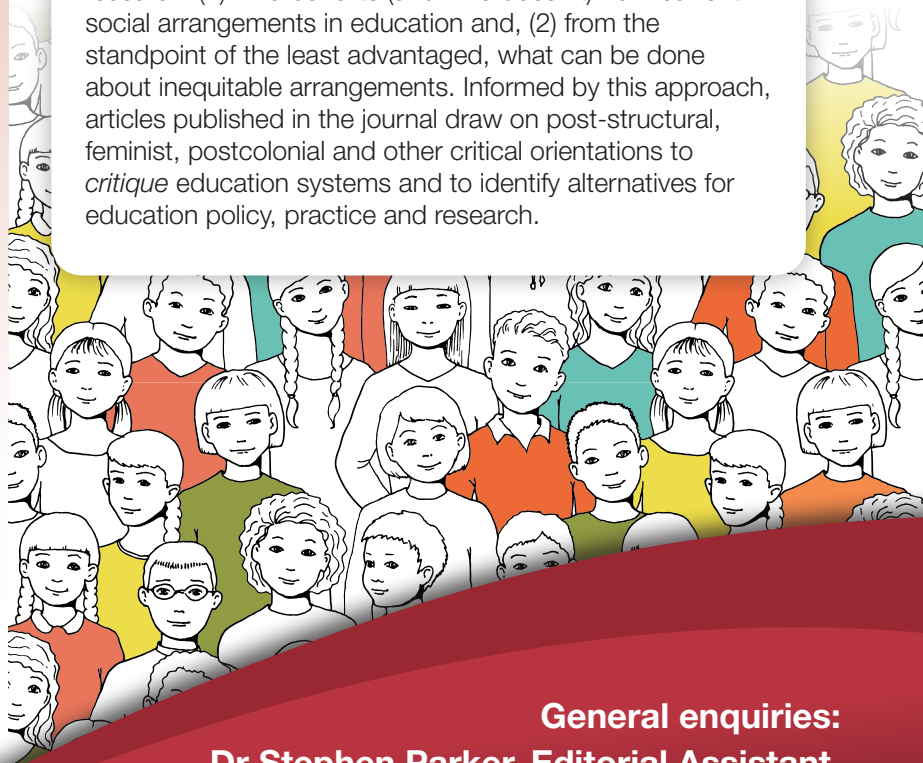
CALL FOR PAPERS FOR A FORTHCOMING SPECIAL ISSUE

#EduResistance: Activist media in struggles for public education

This Special Issue of *Critical Studies in Education* invites interdisciplinary, comparative and international scholarship about activist media in struggles for public education. It seeks to document and highlight the media practices of education activists, across the political spectrum, and relatedly, the implications for public education, democracy, and public life.

Of particular interest to this Special Issue are submissions that critically analyse the: diverse functions of media in contemporary education social movements including but not limited to awareness raising, framing issues and protest identities, organizing and mobilization, internal communication and decision-making, fundraising, networking, and protest and negotiation strategies; transgressive and reproductive potential of social media activism; and the mediatization of education policy and advocacy in regions of the Global South.

Critical Studies in Education is one of the few international journals solely devoted to a *critical* sociology of education. Two interests frame the journal's critical approach to research: (1) who benefits (and who doesn't) from current social arrangements in education and, (2) from the standpoint of the least advantaged, what can be done about inequitable arrangements. Informed by this approach, articles published in the journal draw on post-structural, feminist, postcolonial and other critical orientations to *critique* education systems and to identify alternatives for education policy, practice and research.



General enquiries:

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