

Call for Creative Reflections/Perspectives and Chapters

The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises

13th Annual Curriculum & Pedagogy Group 2021 Edited Collection

The Curriculum & Pedagogy Group invites scholarly and creative chapters for the peer-reviewed edited book, *The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises*. The editorial team envisions a collection centered on lived curricula during our current unprecedented times of challenge and opportunity, as a mosaic of diverse experiences and individual difference that "...accommodates lived meanings, thereby legitimating thoughtful everyday narratives" (Aoki, T., 1993, p. 263).

For this collection, we invite submissions of creative reflections/perspectives and chapters, including alternative formats from educators/scholars/activists/artists. Scholarly and creative chapter submissions may include, for instance, poetry, poetic narrative, conceptual essays, short essays, creative prose, autobiographical journal or memoir style pieces, original art, images, lyrics, as well as more non-prosaic, or other representational forms suitable for book publication (printed in black and white) or suitable for digital publication (displayed in color). Creative reflections/perspectives and chapters will undergo a double-blind peer-review process and we ask that prospective authors send a 150-word abstract for the first round of review by January 18, 2021.

The editors envision the collection as a kaleidoscope of pieces reflecting the lived experiences of educators and learners, families and caregivers, scholars and practitioners -- especially those who are disenfranchised, minoritized, and marginalized due to exceptionalities, gender, race, or sexual orientation -- in the confluence of challenges during plural pandemics. The editors envision this book as an opportunity to surface, contextualize, confront, and curate these kaleidoscopes of challenges, as well as observe the courageous. The lived curriculum viewed through a kaleidoscope of challenges where pedagogy is placed on families and caregivers within homes while educators are navigating a tsunami of circumstances working remotely-- create challenges seemingly insurmountable. "In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation" (Freire, P., 1970, p. 83).

Abstracts (and all subsequent submissions) should be blinded, and authors should include a separate cover sheet that details authors' names, affiliations, and other relevant information. Manuscripts should follow the APA Manual 7th Edition style for in-text citations and references pages. Submissions should not have been previously published nor be under consideration for publication elsewhere. Authors of accepted abstracts will be invited to submit full-length creative reflections/perspectives or chapters. Authors are expected to contribute to the peer-review process by serving as reviewers. Acceptance at the abstract stage does not confirm acceptance of the full piece in the final collection.

There will be two rounds of blind peer-review in the acceptance process: abstract submissions and then invited full-length submissions. Important deadlines are listed here:

January 18, 2021 (11:59pm). Deadline for submissions of proposed abstracts.

February 15, 2021 (11:59pm). Editorial decisions on proposed abstracts. Authors of accepted abstracts will be invited to submit full-length creative reflections/perspectives or chapters.

March 29, 2021 (11:59pm). Deadline for invited full-length creative reflections/perspectives or chapters.

April 26, 2021 (11:59pm). Peer review feedback and decisions sent to authors.

May 24, 2021 (11:59pm). Revised/final creative reflections/perspectives or chapters due.

October 2021. Estimated publication date.

All submissions and relevant inquiries should be sent to CPBook2021@gmail.com

Editorial Team:

Karin Lewis, University of Texas Rio Grande Valley - **Eric Weber**, South Carolina School for the Deaf and the Blind - **Martha Briseno**, Lamar CISD - **Kimberly Banda**, University of Texas Rio Grande Valley.