

## CALL FOR SUBMISSIONS

International Journal of Qualitative Studies in Education  
Special Themed Issue

### *Centering the Significance of Qualitative Studies on the Social and Political Contexts of Education to Inform Policy*

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With the election of the 45<sup>th</sup> President and his selection of Betsy DeVos as Secretary of Education, it is more important than ever for qualitative researchers to use their research for the public good. In unprecedented fashion, we have a Secretary of Education who has never been a student or parent in public schools. The polarization of the current social and political landscape brings to bear the need for innovative and transformative qualitative studies in public education. Instead of academic navel gazing, we must present our research in clear, relevant ways to the public. Because the nature of qualitative research is not to provide generalizable findings, too often it is pushed to the margins of acceptability and evidence for policy considerations. However, dismissing qualitative work as unimportant to policy considerations ignores the advantage of qualitative methodology to tell the stories of how people make meaning of their lives.

This special issue is intended to present high quality qualitative studies in education specifically highlighting the experiences of marginalized populations as catalysts and credible sources for policy decisions. Moreover, this special issue will clearly denote how qualitative studies in education can inform policy when the lived experiences of critical stakeholders are centered versus marginalized. We contend that there are numerous qualitative studies in education that document and theorize the lived experiences of marginalized youth and school practitioners in ways that can inform others who may not understand particular phenomena in the contexts or communities in which these stories are embedded.

Specifically, authors should address the following in their manuscripts:

- Situate your work in critical issues of racism (including whiteness, white racism, and white supremacy), capitalism and its class structure (including critiques of neoliberalism), gender and gender identity, heterosexism and homophobia, LGBTQI/queer issues, home culture and language biases, immigration xenophobia, domination, and other issues of oppression and exclusion.
- Discuss how your work speaks to and/or informs policy.
- Connect your work to specific national and/or local policy.
- Focus on the political and social contexts of education.
- Discuss how policies impact communities of Color in different ways.
- Go beyond brief statements about the implications of your work and really delve into how this can inform a lobbyist, a policy maker, an advocacy group. Why does/should this work matter in their decision-making?
- Include comprehensive implications for various stakeholders, particularly policy makers.

**SUBMISSION GUIDELINES:** Manuscripts (including references) should not exceed 10,000 words. Please submit your manuscript online at: <http://www.tandfonline.com/toc/tqse20/current> by **August 15, 2017**. Be sure to indicate that your manuscript is for this special issue by identifying the Guest Editors' names during submission process. Please address questions to the Guest Editors at [tambjack@iupui.edu](mailto:tambjack@iupui.edu) or [ama433@drexel.edu](mailto:ama433@drexel.edu) This special issue is due to be published in July 2018.