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(Re)membering How We Liberate: Black Women Educators' Identities, Educational Praxis, and Influence

Guest Editors:

Dr. Shanyce L. Campbell

Department of Educational Foundations, Organizations, and Policy Center for Urban Education, University of Pittsburgh, Pittsburgh, PA 15260, USA

Dr. Qiana Cutts

Department of Counseling, Educational Psychology, and Foundations, Mississippi State University, Starkville, MS 39762, USA

Message from the Guest Editors

This Special Issue of *Education Sciences* centers “(re)membering” (Dillard, 2021) and encourages Black women educators to (re)member how education, identity, and ancestral history have nurtured their understanding of education as liberation. Contributors will explore how they engaged in (re)membering as an endarkened feminist epistemology (Dillard, 2000) and take up, in part or whole, the five processes of endarkened feminist praxis aligned with (re)membering: (Re)searching; (Re)visioning; (Re)cognizing; (Re)presenting; and (Re)claiming.

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Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

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Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

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