

Special Issue

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

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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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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