

Special Issue 2023

# Culture on the Move: Towards Empowering Learners through Language and Literature

Guest editorial team: Anna Wärnsby, Ylva Lindberg, Anna Nordenstam och Magnus Persson (CuEEd-LL board)

# Call for Papers

*Preliminary Schedule*

Submission date: October 28, 2022

Reviewers’ comments: December 15, 2022

Final submission: January 9, 2023

Publication: March 2023

EDUCARE is a peer-reviewed journal published regularly at the Faculty of Education and Society, Malmö University, Sweden since 2005. Educare publishes a wide range of research in education and educational sciences and has long been considered a research forum for faculty, practitioners and policymakers in Sweden. The journal strives to be of relevance to these stakeholders through its choice of published topics and the clarity of presentation. The journal accepts original submissions in Swedish, Danish, Norwegian and English. We welcome both experienced and young researchers to contribute to the journal. All articles are first reviewed by the editor-in-chief or the editorial board. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged based on their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. The journal is currently registered in The Norwegian Register for Scientific Journals, Series and Publishers is a national peer-reviewed journal within the field of education and educational research with scientific level 1.

We invite scholars to contribute with studies in the format of research articles or reflection papers on CuEEd-LL themes or concepts in relation to education. In addition, we welcome critical reflective paper contributions from the doctoral students with a specific focus on one or more concepts of CRP (Culturally Responsive Pedagogy) in relation to their individual projects. Research articles in which the doctoral students explore concrete applications of concepts are also welcome.

This call for contribution for a special issue in the journal EDUCARE stems from the initial activities within the nationally financed graduate school CuEEd-LL: *Culturally Empowering Education through Language and Literature* (2021–2026). The theme of the special issue center-stages the nature of teaching and learning in culturally diverse Swedish schools that is steadily gaining attention both as a resource and a challenge. Educational practices that respond to the variety of cultural trajectories among pupils, students, and teachers, need to be critically developed to sustain and improve learning for all and educate for an international and global world. The call is addressed primarily to researchers and doctoral students who are participating in or affiliated with CuEEd-LL.

The cross-border mobility and cultural diversity that 21st century European societies are facing are put afore in educational policies as important assets and enablers for innovation and global sustainable development (UNESCO, 2009). Despite ostensibly positive perspectives on multiculturalism and pluralism, experienced diversity also includes negative realities of disunity and tensions between and within groups (Zriba, 2019). Echoing Nathan Glazer’s statement that “we are all multiculturalists now” (Glazer, 1997) whether we want it or not, the Swedish curricula for the compulsory school, preschool, and school-age educare address multiculturalism as a factuality that needs to be faced through the development of abilities to “appreciate the values inherent in cultural diversity” (Swedish National Agency for Education, 2018). This includes an awareness and understanding of one’s own and others’ cultures and realities in an international context and “developing and understanding of cultural diversity within the country” (Swedish National Agency for Education, 2018).

The aim of the proposed special issue is to present research-based perspectives on how education – not least teachers and teacher educators – can engage with cultural diversity and use the power of cultures for learning that goes beyond national borders and integrates a global awareness. CuEEd-LL assumes that language and literature are culture-laden tools for learning that continuously unfold cultural aspects while operating *across* the curriculum. Hence, education that empowers participants culturally, and seriously considers cultural dimensions at play, foregrounds language and literature as indispensable practices that construe teaching and learning. Therefore, these areas should have a prominent role in teaching activities that seek to develop learning in culturally empowering ways.

While the Swedish educational steering-documents never mentions “diversity” nor “multiculturalism” in relation to culture in subject specific curricula for languages and literatures, the participants and networks of CuEEd-LL have produced cutting-edge research in these domains, with specific foci on decolonizing aspects of human communication and cultural expressions. With the objective to engage with culture in sensible ways, the disciplines represented in CuEEd-LL – multilingualism, modern languages, literature studies, Swedish, and English – are developing a range of concepts and terminologies, for example, in the fields of World Literature and Southern Theories.

Moreover, the initial activities in CuEEd-LL had a critical focus on Culturally Responsive Pedagogy (CRP) (see f. ex. Gay, 2018; Ladson-Billings, 2021) and on the practical and theoretical uses of concepts related to this research area. The doctoral students raised questions about what culture is, how culture emerges, is observed and defined, and how education is caught in outdated ideas of a national culture and cultural hegemonies, and how to identify innovation with regards to cultural diversity in education. The reflective papers that addressed such questions provided valuable perspectives on how different educational settings can respond to cultural diversity with the support of language and literature.

The special issue includes invited contributions by two scholars from CuEEd-LL’s advisory board. Their complementary international perspectives underscore how research and teaching practices related to cultural diversity engage scholars far beyond the Swedish national borders and constitute a global challenge:

Dr. Lynda Spencer, Rhodes University, “’Walk like the chameleon’: Reflecting on my teaching journey at a South African University”;

Dr. Lynn Mario T. Menezes de Souza, Universidade de São Paulo, “Southern Conceptions of Language and Languaging: between *epistemic racism, intercultural translation* and *cosmopolitics*”.

**Submission to the journal’s site:** [**https://ojs.mau.se/index.php/educare**](https://ojs.mau.se/index.php/educare)

Reflective paper: up to 5000 words

Article: up to 10 000 words

*Author guidelines*: <https://ojs.mau.se/index.php/educare/about/submissions#authorGuidelines>

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*References*

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice. Third edition.* New York, NY: Teachers College Press.

Glazer, N. (1997). *We are all multiculturalists now*. Cambridge, Mass.: Harvard University Press

Ladson-Billings, G. (2021). *Culturally relevant pedagogy: asking a different question*. New York, NY: Teachers College Press.

Swedish National Agency for Education (2018). *Curriculum for the compulsory school, preschool class and school-age educare*. Stockholm: Skolverket.

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Zriba, H. (2019). Social Cohesion and Cultural Diversity in Contemporary Britain: Impossible Mission! *American International Journal of Humanities, Arts and Social Sciences, 1*(2), 17–28.