

**Formal Invitations:
Cultural and Pedagogical Inquiry invites
submissions for two special issues**

Still I Rise:

***“Witnessing Racial Oppression
and Struggles for Human Emancipation in Canada”***

Structural, historical and systemic racial oppression is normalized and legitimized in Canadian society in myriad ways. Current conversations suggest the necessity of witnessing and representing these oppressions and interpreting them to suggest possible interventions. This Special Issue of Cultural and Pedagogical Inquiry (CPI) will focus on issues of emancipation and hope.

The Special Issue is inspired by the life and work of both Maya Angelou and Franz Fanon. From Fanon:

“The self takes its place by opposing itself... Yes and No. ... Yes to life. Yes to love. Yes to generosity. But man is also a No. No to scorn of man. No to degradation of man. No to exploitation of man. No to the butchery of what is most human in man: Freedom.” (*Black Skin, White Mask, 1967:222*)

Interestingly enough, conceptualization of the CPI Special Issue, has been expanded to become two timely, academic publication initiatives: (i) Papers for the CPI Special Issue, and (ii) papers for an edited book length manuscript.

For the CPI Special Issue:

Proposals are invited that witness and represent systemic, historical and structural racial oppression in Canada, as it continues in the twenty-first century. In their analyses, authors and activists are invited to highlight people’s agency and everyday resistances.

For the academic book publication:

Proposals are invited that will connect how everyday resistances are inspired by the work of Black, Brown, racialized, radical political intellectuals. Everyday resistances include community building initiatives, surviving strategies, and the creation of alternative practices which inspire a sense of hope for future generations. Understandably, such strategies of resistance take a variety of forms.

Inspired also by the current work of Anthony Bogues, the co-editors will extend his project of creating community spaces, in order to, grapple with and interpret radical theories and practices about human emancipation.

The following are some issues to be explored, but all proposals which ideas converge on issues of social justice, are welcome:

- Collateral Damage: Racialization of poverty and community/individual strategies for fighting back.
- Black Lives Matter: Explicit and implicit impacts of racial profiling.

- Fight back: Racialized unemployment/ underemployment and the rise of self-sufficient, minority entrepreneurs with small businesses.
- Falling through the cracks: High rates of unemployment of racialized youth, and resilience through political engagement.
- Missing in action: Racialized Women in the Public Service.
- Murdered Aboriginal women: No longer invisible/silent. 'Idle No More'.

Proposals should include:

- a) Title (up to 150 characters); b) abstract (100-150 words); c) description of paper (300 words); d) indication whether submission is for the CPI Special Issue or, the edited book.

On a separate page, submit a short biographical note with a summary of the author's theoretical and applied knowledge of the field, and full contact information.

Proposals may be submitted electronically by **December 7, 2015** to mariaw@yorku.ca

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Assessment, Testing and Evaluation: A Cross-Cultural Inquiry

In a new era of competency-based education, assessment has become a key lever for improving pedagogical practice and student learning in K–12 and higher education. This Special Issue “**Assessment, Testing, and Evaluation: A Cross-Cultural Inquiry**” of the CPI journal aims to provide readers with a suite of theoretical and empirical articles that examine the assumptions, principles, policies, and practices of assessment, testing, and evaluation in the context of curriculum reforms from a cross-cultural perspective. Since the inception of the 21st-century Framework for Student Learning (Partnership for 21st Century Skills, 2009), curriculum frameworks in many high-achieving education systems around the globe have been redesigned to ensure that learners in contemporary classrooms are well equipped with essential 21st century competencies, such as critical thinking, problem solving, creativity and innovation, collaboration, communication, and lifelong learning. Students’ learning and mastery of this set of competencies is deemed to prepare them for success in college, life, and workplace. To enable a reliable, fair, and valid assessment of student learning outcomes in the new curricula, teachers are urged to adopt alternative forms of assessment such as authentic assessment, assessment for learning, formative assessment, and student assessment. In addition, many education experts have advocated for a balanced assessment system, which comprises a continuum of assessments that serve different purposes and functions across different stakeholder levels.

The ideas of alternative forms of assessment and balanced assessment systems sound good in theory. Over the past two decades, developing teachers’ assessment literacy or building teachers’ capacity in using assessment to support student learning has become an important global initiative in assessment-related policy making, preservice teacher education, and in-service teacher professional development. Yet national, state/provincial, and international testing and evaluation regimes remain strong influences on teachers’ classroom practices. In his distinguished lecture at the 2011 American Educational Research Association annual meeting, Allan Luke (2011) has pointed out that “... standardization of educational practices has the potential to flatten out cultural and linguistic, intellectual and educational diversity, with potentially deleterious effects on residual and emergent educational traditions.” (p. 13). This also applies to assessment-related policies and practices. There is no “one size fits all” approach to developing teachers’ assessment literacy as teachers’ thinking about assessment is embedded within their idiosyncratic experiences and the broader cultural and historical contexts. Given that the term ‘assessment’ is broadly defined, it can mean everything from end of unit tests and summative evaluation to authentic tasks and formative assessment. One of the commonly encountered problems is teachers’ understanding of the ‘assessment, testing, and evaluation’ terminologies and of their purposes and functions in different contexts. In this special issue, we would like to call for papers that focus on a cross-cultural inquiry of the assumptions, principles, policies, and practices of assessment, testing, and evaluation.

Potential authors who are interested in contributing a paper to this CPI Special Issue, please submit your proposal in either a single Word or PDF file to Dr. Kim Koh at khkoh@ucalgary.ca by **December 7, 2015**.

Your proposal should include:

- a) A title (up to 150 characters);
- b) An abstract (100–150 words);
- c) A description of paper (300 words).

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