



Critical Consciousness in Curricular Research: Evidence from the Field (Critical Qualitative Research)

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The educational climate in the United States is ripe for dialogue and interrogation of notions of what should be taught in schools. The editors and contributors to this volume present descriptive, interpretive, ethnographic, autoethnographic, case study, essay, visual, and poetic work that focuses on the challenges to curriculum transformation, including the multifaceted ways that educators fight for a more socially, culturally, linguistically, and politically responsive curriculum. The contributors provide snapshots from homes, classrooms, and community spaces in an effort to illustrate how curricular approaches and implementation can offer counter-hegemonic agency for emancipatory and democratic learning opportunities.

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