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Interdisciplinary Journal of Student Success

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Call for Papers: Whose life and Voice matters in teaching and Learning

Guest Editors: Dionisio Nyaga, Ph.D. & Rose Ann Torres, Ph.D.

This call for papers examines the different ways teaching and learning are conceptualized across various societies in relation to student success. In a colonial and neoliberal society, student success is often measured by how well a student consumes and applies classroom materials to succeed in assignments. This consumerist approach to teaching and learning has, over time, limited students' ability to transform their learning experience, while keeping the educator as the ultimate authority in the teaching process. The student is expected to emulate the educator in order to succeed in class and later in life. In such a market-oriented classroom, the teacher is also expected to adhere strictly to the prescribed teachings, ensuring they do not deviate from them. This form of teaching and learning is colonizing and helps incarcerate both the educator and the student into epistemic prisons. This model of teaching and learning is tied to competitiveness, individualism and commodification whereby those students who are leading in any class are determined as successful while those who cannot line up to the fundamentals of learning and teaching marked as failures. This neoliberal approach in the contemporary Western classroom helps students understand the material but ultimately stifles their imagination.

Students are trained to replicate and apply pre-prepared material to prepare for employment in the marketplace. Such kind of repetition helps the school system.

This type of education views students as commodities that must be branded with certificates to be sold in the marketplace. This kind of neoliberal market logic found in the class has overtime produced students who are not imaginative and questioning the prevailing oppressive structure that continues to oppress marginalized communities. These forms of colonizing education must be challenged to foster ethical teaching and learning, empowering students to envision their role in society and as agents of change. This means our classrooms must engage with and be open to the everyday values and realities of both students and educators, utilizing these to reimagine the learning environment. This approach to teaching and learning must consider alternative ways where success is not possible without acknowledging failure. This challenges the binary between success and failure, encouraging the development of new languages that transcend this colonial

dualism. The call is both transnational and transcultural, aiming to dismantle traditional classroom boundaries and create space for marginalized voices. This approach seeks to de-industrialize the classroom in an ethical and political manner, allowing these voices to be heard and valued.

Themes and ideas that submissions can explore include:

1. Colonizing education in teaching and learning
2. Neoliberal technologies in contemporary classrooms
3. Gendered education
4. Raced and racism in the classroom
5. Resistance and agency
6. Intersectional methodologies in teaching and learning
7. Decolonizing education

Submission Guidelines:

Authors are invited to submit original research papers, theoretical papers, case studies, Workshop papers, reviews, commentary, and innovative practice papers related to the themes. Submissions should follow the journal's guidelines and formatting instructions:

<https://cdspress.ca/?p=3945>

Important Dates:

Abstract Submission Deadline: October 30, 2024

Please email your abstract to: ijstudentsuccess@gmail.com

Paper Submission Deadline: March 30, 2025

Please email your Paper to: ijstudentsuccess@gmail.com

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