

Special Issue

Equity and Justice in Higher Education

Message from the Guest Editors

This Special Issue will focus on defining, analysing and enabling socially just teaching and learning environments in Higher Education. Higher Education continues to manifest itself as the location of various injustices. These injustices, which can be intertwined, can be categorized as economic, cultural, linguistic and political. How can these injustices be addressed? What steps can be adopted practically, discursively and theoretically to address injustices in higher education? When we speak of decolonising Higher Education, how do we move beyond the rhetorical? Is the frame of decolonization enough to result in change? What ontological, epistemic and structural shifts must decoloniality be based on? Language practices, particularly in formerly colonized contexts, still favour dominant European languages at the exclusion of indigenous languages. The Special Issue welcomes contributions on the areas of language justice, particularly on multilingualism and/or translanguaging in teaching and learning.

Guest Editors

Dr. Glenda Cox

Bianca Masuku

Msakha Mona

Deadline for manuscript submissions

closed (24 February 2024)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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