

Special Issue

Striving Toward Social Justice: Promoting Equity and Inclusion in Higher Education Through Pedagogical Partnership

Message from the Guest Editor

Dear Colleague, Most efforts to promote equity and inclusion in higher education are guided by shared underlying premises, such as conceptualizing differences as resources, considering the particular strengths and needs students bring, and designing learning environments and approaches that support all students so that they can succeed and thrive. They are also necessarily shaped by context-specific challenges and possibilities, including cultural norms, political agendas, institutional values, and individual commitments. Pedagogical partnership, co-creation, and students-as-partners work—similar but not synonymous terms—hold promise, but not necessarily a guarantee, of promoting equity and inclusion in higher education. Abstracts should make clear and explicit how the full article or review will address the question of how pedagogical partnership can promote equity and inclusion in higher education, thereby striving toward social justice.

Guest Editor

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Message from the Editor-in-Chief

Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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