

# **COLLAGE:**

## EXPLORATIONS OF CRITICAL PEDAGOGY

EDITORS

LEILA E. VILLAVERDE

---

### *Intro to 2017*

Welcome to the first general issue of 2017! The climate within U.S. politics has shifted significantly with the 45th president and we expect that the journal will begin to reflect that as the year progresses. Spaces for critical discourse will be even more important in this new environment of “alt facts”. The articles in this issue reflect a collage of continued issues and applications for critical pedagogy. These offer a wide range of possibilities in thinking through contexts and explorations of pedagogy. The authors offer almost timeless theorizing as the articles range from lived experiences to conceptual imaginations. We hope you join us in discovering these pieces and we look forward to our continued reach into critical communities around the world.

As we travel through the issue, I’m reminded of Joe Kincheloe’s intent listening as a pathway to building community. Tobin (2011) states:

One of Joe’s ever-present virtues was his willingness to listen attentively to what was being said and to comment on it, as often as necessary, and with hermeneutic intent. His oral contributions oriented toward making sense of what was being proposed, testing possibilities, and responding in an emotionally positive way to others’ contributions. (p.xix)

This didn't mean he always agreed, yet he was a master at intertwining listening, dialogue, and a building of relationships. That is still our task, ever more so, in such divisive national discourse. It is in an environment of pervasive exclusion that coalitions have a richer opportunity to thrive, as well as work towards justice in the many representations it needs to exist. These articles are part of that conversation and we hope they invite you to intently listen and contribute to our continued work...!

## REFERENCE

Hayes, K., Steinberg, S., R. and Tobin, K. (2011). *Key works in critical pedagogy: Joe L. Kincheloe*. Rotterdam, The Netherlands: Sense Publishers.