

# **Educational Evaluation and Policy Analysis**

## **Special Issue Call for Proposals**

### **Critical Approaches to**

### **Education Policy Research**

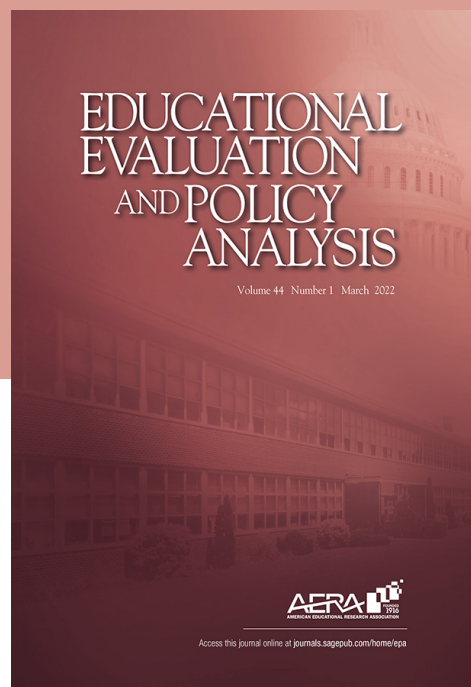
Guest editors:

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*Educational Evaluation and Policy Analysis (EEPA)* is seeking proposals for a special issue on “Critical Approaches to Education Policy Research.” This special issue is intended to showcase critical approaches to education policy analysis, to broaden and deepen *EEPA* readers’ understanding of how research can better address problems of inequity and injustice in education policy, and to intentionally examine issues of inequality, power, and systems of oppression in relation to education policy. A secondary purpose is to initiate dialogue and create a bridge to support policy analysts who are interested in bringing a more critical lens to their work. This call also furthers *EEPA* editors’ commitment to making *EEPA* a home for the best research on education policy and their efforts to encourage methodologically and theoretically diverse submissions.

We welcome empirical, theoretical, and methodological articles that address issues of equity, justice, and oppression in education policy from a critical perspective. We conceive of “critical” education policy research broadly. Critical policy research includes but is not limited to research that uses critical theories, such as critical feminist or critical race theory, and critical quantitative perspectives. We draw on the work of Diem and Young (2015), who define critical policy analysis as a tradition of scholarship that interrogates policy constructions and histories; investigates the difference between policy rhetoric and enacted realities; explores the roles of power, resources, knowledge, and voice in the education policy process; and examines the nature of resistance, activism, and advocacy around education policy. We also include research that takes a critical quantitative approach that is informed by an analysis of how historical, social, political, and economic power relations shape society and quantitative data and methods (Garcia et al., 2018; Gillborn et al., 2018). Thus, empirical articles may use a range of methods, including interviews, observations, historical methods, descriptive statistics, experiments, spatial analysis, and computational social science. We encourage papers that consider a range of topics. Below is a sample of possible topics. We expect that there are many other topics that would be appropriate for this special issue, and we look forward to your proposals.

- New or underexplored examples of systemic oppression in educational contexts, with implications for policy



- Assumptions about “the problem” that education policy seeks to address, and how it is framed; or question dominant notions about what is good or desirable in education, teaching, curriculum, et cetera
- How and why policies are enacted or implemented in different ways in different contexts, including in ways that maintain (or challenge) undemocratic and unjust systems.
- How actors defend against challenges to democracy and justice in education; or how actors keep ideas off the policy agenda
- Power, discourse, ideology, systemic oppression (e.g. race, class, gender), or the broader social, economic and political contexts shaping inequity in education policy design and formation, policy processes and implementation, and outcomes for students, schools and communities
- Important topics in the current policy environment such as the development and maintenance of the school-prison nexus, the politics of curriculum (e.g., high-stakes testing, teaching racism), and inclusion of gender-expansive students
- Non-elite perspectives about policy and policy outcomes, including marginalized groups’ perspectives, strategies, innovations, knowledge, and counterstory-telling
- Promising policy alternatives and transformational educational possibilities, including means for achieving them
- New frameworks for explaining educational policy processes or outcomes, or producing knowledge to inform policy
- Examinations and rethinking of existing disciplinary and institutional traditions, research tools, including intellectual assumptions, grounding concepts, methods, data sets, and omissions; innovations in methods
- Theoretical overlap and intersections between “critical” and “traditional” perspectives and methods in education policy research.
- A comparison of how an educational policy issue is understood differently when using a critical lens relative to a traditional policy perspective.

### **Proposal Submissions and Timeline**

This is an open call. Interested authors should submit a structured abstract of 1,000 words summarizing the following aspects of the proposed submission:

- Background/Context
- Perspective/theoretical framework, including an explicit discussion of how the work represents a critical approach to policy research
- Purpose/Objective/Research Question

- Research Design/Methods/Sources (if relevant)
- Findings/Results/Argument
- Conclusions/Implications/Significance

Paper abstracts should be submitted to the *EEPA* submission site at <https://mc.manuscriptcentral.com/eepe>. When submitting a proposal, please click the Special Issue Proposal option. All inquiries should be submitted to [EEPAeditors@aera.net](mailto:EEPAeditors@aera.net). The due date for submission of the structured abstracts is May 15. An important aspect of the review of abstracts will be evidence that the full manuscript can be completed by the deadline stated in the timeline below. Authors of selected abstracts will be invited to submit a full manuscript that will be subject to blinded peer review. We are committed to seeing all invited papers successfully published in *EEPA* and will provide editorial feedback to all authors selected to submit a full paper. Accepted papers will be published online prior to publication in the hard copy of the journal.

### Timeline

- Call for Proposals Released: March 29, 2022
- Deadline for interested contributors to submit proposals: May 15, 2022
- Invitations sent out for authors to submit complete manuscripts: July 30, 2022
- Manuscripts due for peer review: December 1, 2022
- Estimated Peer Review of special issue manuscripts: December 2022-October 2023
- Estimated Special Issue released: December 2023

With this special issue we hope to further conversation, understanding about, and attention to critical approaches to policy analysis in education and to research findings of great consequence for just and democratic schools and society. We look forward to receiving your submissions.

### References

- Diem, S., Young, M. D., Welton, A. D., Mansfield, K. C. & Lee, P. (2014) The intellectual landscape of critical policy analysis, *International Journal of Qualitative Studies in Education*, 27 (9), 1068-1090, DOI: 10.1080/09518398.2014.916007
- Garcia, N. M., López, N. & Vélez, V. N. (2018). QuantCrit: rectifying quantitative methods through critical race theory, *Race Ethnicity and Education* 21(2), 149-157, DOI: 10.1080/13613324.2017.1377675
- Gillborn, D., Warmington, P., & Demack, S. (2018). QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics. *Race Ethnicity and Education*, 21(2), 158-179.