

*In Dialogue/En Diálogo*



The Journal of the College of Education at  
California State University Dominguez Hills

**In Dialogue/ En Diálogo**

**Call for Submissions — Fall 2026**

**Guest editors:**

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**Historias de resistencia: activismo docente, pedagogías críticas y la solidaridad con la comunidad**

**Stories of Resistance: Teacher Activism, Critical Pedagogy,  
and Community Solidarity**

**Volume 3**

- ◇ What stories of resistance emerge from teachers' activist work, critical pedagogical practices, and solidarity with communities?
- ◇ How do bilingual/multilingual educators enact resistance through teacher activism, critical pedagogy, and solidarity with communities?

Amid socio-political turmoil and uncertainty, we look to each other, nuestra comunidad, for support and solidarity. From the Eaton and Palisades fire in 2025 and the ICE raids throughout major cities across the country—Los Angeles, Chicago, NYC, and Minneapolis—we have witnessed the power of community solidarity to combat structural and institutional violence and oppression.

This issue seeks to center stories of resistance through teacher activism, critical pedagogy, and solidarity with communities. We aim to highlight where these collective efforts are forming and how they sustain transformative, justice-oriented practice:

**Examples of relationships of solidarity may be found:**

- Between families—educators

- Between families
- Amongst teachers
- Amongst staff
- Amongst students
- Between staff and teachers
- Between teacher–students
- Community activists and partners
- School board leaders and constituents
- Intergenerational relationships
- In digital spaces (i.e., social media)
- Nonprofit organizations

We call on contributors to share these stories of resistance (teacher activism, critical pedagogy, and community solidarity) through art, poetry, images, and/or narrative. We welcome contributions written in Spanish, English, y/o en una manera bilingüe (i.e., translanguaging). We ask that the stories of resistance:

- reflect on the process of relationship and solidarity building among diverse communities
- reflect on how they are not only weathering attacks from institutional forces or from broader socio-political turmoil, but also pushing back, organizing, and advancing critical praxis and care.

**We also invite you to consider questions such as:**

- What forms of resistance are gaining support in your context? What practices, relationships, approaches are working well to move justice-oriented work forward?
- What stories are emerging from families and educators, teachers, and staff?
- How do schools become sites for collective learning, resistance, reflection, and community care?
- What kinds of organizing efforts are happening in your context that wouldn't be possible elsewhere?
- How do communities push back against socio-political attacks?

**For information on submissions, please visit the “For Authors” tab on our website:**

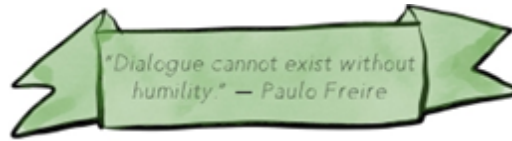
<https://journals.calstate.edu/dialogue/information/authors>

**Submissions Due: Monday, July 15, 2026**

**To submit, go to: <https://journals.calstate.edu/dialogue>**

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## ***In Dialogue/En Diálogo***

### **Mission Statement**

*In Dialogue/En Diálogo* is a peer-reviewed, open-access journal that puts key stakeholders in dialogue with each other about educational issues critical to the communities surrounding the California State University Colleges of Education. Drawing on Freirean principles, *In Dialogue/En Diálogo* integrates theory and practice through the multi-voiced discourse of PreK-20 researchers, teachers, administrators, students, staff, and community members to capture evolution of thought and practice. The journal aims to embrace the messiness of efforts for justice within and through education while centering voices of those who have traditionally been marginalized from academic conversations. Each volume presents a (sometimes multilingual) snapshot of contemporary, research-informed conversations and practices and captures pivotal moments that strengthen collective critical consciousness.

### **Focus and Scope**

Each issue will feature a critical conversation on a current topic in education and equity. Creating a textual concentric circle, we highlight the voices of all concerned with the topic, including PreK-20 pre-service and in-service teachers and administrators, school counselors, researchers, faculty, staff, and community members. Single and multi-authored pieces are welcome. Each perspective will be featured in equilibrium with others. An invited representative from the field will facilitate each issue's dialogue by writing a piece that connects and analyzes the issue's contents. It is our goal that by being *In Dialogue/En Diálogo* with each other in this fashion, we can enhance our collective critical consciousness and inspire change in praxis, causing a ripple effect of transformation in our education systems.

### **Detailing of Partnerships**

We intentionally partner with local educational agencies and organizations to learn about relative topics, to invite works for publication, and to disseminate issues of the journal. We invite our local partners to guide our dialogue by suggesting current topics that are integral to advancing critical and justice-oriented approaches to education. Please contact the editors if interested in arranging a special issue.

### **Submission Guidelines**

These types of submissions are welcome: empirical research articles (privileging critical methodologies), essays, theoretical thought and opinion pieces, reflections on pivotal moments of transformation, how-to pieces, curriculum analysis, personal narratives, book reviews, and creative contributions. The ideal manuscript length is between 1,500 and 3,000 words, including references, abstract, tables/figures, and appendixes. However, manuscripts should not exceed 5,000 words. Submissions are accepted in any language/language variety and in multiple languages/language varieties/translanguaging.

### **Perspectives**

*In Dialogue/En Diálogo* captures a multi-voiced discourse with the intention of cultivating each participant's (authors and readers alike) critical consciousness and resulting praxis. Most volumes will feature the following perspectives about the focal topic (some may differ depending on the topic):

**Perspective 1:** Undergraduate and graduate students in communities surrounding California State University Colleges of Education programs

**Perspective 2:** Voices from the field (praxis of educational leaders- teachers, administrators, community organizers, staff, etc.)

**Perspective 3:** Faculty (full-time, part-time, tenure-track, non-tenure track) and staff in communities surrounding California State University Colleges of Education

**Perspective 4:** Multilingual voices of students, practitioners, and/or faculty and staff in communities surrounding CSU Colleges of Education.

**Review Board:** **If you are interested in becoming a member of the *In Dialogue/En Diálogo* review board, please submit your information on this form: [In Dialogue/En Diálogo Review Board](#)**