

# Themed Section 2: Re-imagining Curriculum Enquiry/Inquiry in Times of Unprecedented Uncertainty

*Education as Change*'s practice is to continuously publish articles that are part of Themed Sections or Special Issues. Once an article has been comprehensively peer-reviewed and revised, copy-edited, proofread and approved for publication, it is published on our website.

This Special Issue, also called Themed Section 2 (2022), is a collection of articles that speaks to the theme, "Re-imagining Curriculum Enquiry/Inquiry in Times of Unprecedented Uncertainty". In their multilayered "Call for Papers", guest editors Lesley le Grange from Stellenbosch University, Shan Simmonds from North-West University, and Suriamurthee Maistry from the University of KwaZulu-Natal boldly assert that the most telling feature of contemporary times is the "condition of uncertainty". Yet, they continue, what persists is an "intuitive certainty that inequality is not likely to be disrupted in any substantive way" in the next ten years or so. In this duality, several speculative theories such as new materialism, speculative realism, and non-representational theory have emerged. Through a re-imagination of curriculum enquiry, they ask whether these and other emerging theories could be brought into a productive conversation with critical pedagogy scholars such as Paulo Freire, Henry Giroux, Peter McLaren, and bell hooks.

The guest editors will write an Editorial once all approved articles are published for this section.

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