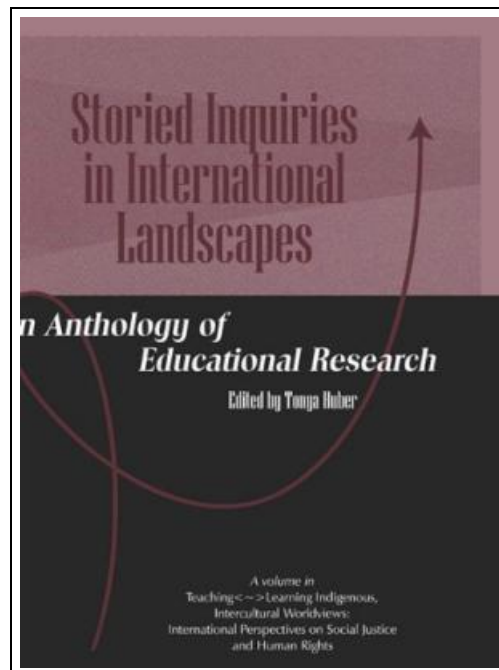


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Information Age Publishing. Hardcover. Condition: New. 596 pages. Dimensions: 11.3in. x 8.8in. x 1.5in. If we hope to initiate, implement, assess, and sustain change, we need to reposition ourselves to see, engage with, and understand the world in ways that may be new to us. This book, *Storied Inquiries in International Landscapes: An Anthology of Educational Research*, culled from the 15 issues of the *Journal of Critical Inquiry Into Curriculum and Instruction (JCICI)*, synergizes readers to do just that. Those who spend time with the collected works in this volume can expect to be immersed in a diverse array of compelling experiences, each of which explores the challenges of human relations and culturally responsible education through traditional research venues as well as arts-informed methods. These meaning-filled approaches include inquiry through the creation of collage, found poetry, photographic imagery, quilting, metaphorical analysis, and narrative. The engaging experiences their authors have crafted for us teach us a great deal about how activists, artists, researchers, and teachers who possess a deep passion for their work acknowledge silenced voices; represent them from a variety of perspectives; and in doing so, move readers toward personal, professional, or social action in their own lives. This anthology is intended to serve the multiple audiences who have expressed a similar passion for liberatory pedagogy, social justice, and human rights work over the years, as well as those who are just discovering it for the first time. **ENDORSEMENTS:** *Teaching Learning Indigenous, Intercultural Worldviews* is a welcome new book series which holds promise for linking narratives of human rights struggles to the growing movement to decolonize scholarship and practice in education for diversity. The series offers a new dialogue space for Indigenous and ally voices—especially for those actively engaged in the work of social justice and work on the edge of each...



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