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Focus and Scope

Dialogues in Social Justice: An Adult Education Journal (DSJ) is a scholarly, blind peer-reviewed, open-access journal which seeks to publish a unique blend of original high-quality research, policy, theory, and practice articles, reflection essays, book and resource reviews and arts-based work related to all aspects of social justice in the field of adult, continuing, and higher education. **DSJ** desires to make connections between the study and practice of social justice education from its historical and global roots in adult education to contemporary social justice research and practice. **DSJ** also provides a forum for the social activist scholar and artist to use writing and other forms of representation as a vehicle for social justice learning. Submissions undergo a peer-review process. There are no author fees.

DSJ publishes two issues per year (Spring, Fall). **DSJ** uses a learner-centered mentoring model to support and encourage scholars in both their activism and scholarship. In support of this mission scholarship from emerging scholars and practitioners is encouraged. Scholars who present at the pre-conferences of the Adult Education Research Conference (i.e., African Diaspora, Asian Diaspora, and LGBTQ) as well as graduate students and emerging scholars affiliated with the Graduate Student and International special interest groups of the American Association of Adult and Continuing Education are strongly encouraged to submit work to **DSJ** for publication.

Submission Types:

Issues include full-length articles (5000-7000 words), book reviews and resources (500-700 words), reflection essays (1200-3500 word), and arts-based works on contemporary or historical issues in the area of social justice in adult education. Refer to submission guidelines for more information:

<https://journals.uncc.edu/index.php/DSJ/about/submissions#onlineSubmissions>

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