

EDITOR'S NOTES

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The work in this general issue of *The International Journal of Critical Pedagogy* recalibrates the relationship between theory and practice and reinvigorates praxis. As you will read, the work invites the reader to be part, to continue the type of pedagogy and thinking proposed and to extend critical projects through them. I recognize the transitivity in these pieces and find it necessary to dwell here for a moment, on what this is, as well as how it works.

Transitivity is a term I first came across through aesthetics. Transitivity speaks to the relational element in any entity and in doing so leaves open the “forever unfinished discursiveness” of a piece...pointing that it “takes two to make an image...putting forward the notion that it’s the beholder who makes pictures, but it actually takes things a step further by postulating dialogue as the actual origin of the image-making process” (Bourriaud, 2009, p.26)... and I’d say the writing/theorizing process. We write and theorize not for ourselves (despite it being part of our vocational expectation), but precisely to engage and sustain dialogue with others, to contribute, and have some degree of social impact. So this is not a solitary enterprise despite it seeming so many times. As stated above, it takes two, not so much that one or the other makes the piece, but rather both in relation to one another, therefore consider this as you read and contemplate the implications of what you are reading. Ask yourself, what is this work asking of me as I of it in order to operationalize its intent. Additionally ask what is the purpose of scholarship, what does the current state of the nation/world problematize and how might our view/use of the written word need to change based on these considerations. If reading/writing/theorizing indeed is more collaborative with its audience, what becomes of this trilogy, and most importantly praxis? IJCP has been dedicated to this type of work from its inception, as it was part of Joe Kincheloe’s call to action.

The authors in this issue use counterstories, place-based pedagogy, racial constructs, magic, inclusion, decentering, and online learning as pivots for critical pedagogy, ones that engage multiple encounters with these issues. As you read you will find Freire's problem-posing education throughout and we are sure these articles will provoke further rumination...peruse and see!

REFERENCES

Bourriaud, N. (2002). *Relational aesthetics*. France: Les presses du reel.