PART III

SEEING MORE: SOMETHING TO PURSUE

In "*Imagining Futures: The Public School and Possibility*" (2000), Maxine Greene presents a case for educators to engage "in the name of something to pursue." She draws upon the need for school leaders and teacher educators in the field to engage in "active learning, critical questioning, and the construction of meanings" infused with a sense of imagination that would draw deficiencies in our daily struggles to a close. For this purpose, section three presents five chapters that are born from such behaviors. Each was inspired by issues which challenged our perception of what our work was in the field, but to begin with an address of these issues is to invite discussion and imagination toward a resolution.

In Chapter 11, *Gentrimigration: Two tales, one city's story of a changed community*, Tenesha Gale unpacks two female teachers' perceptions of their peers' responses and attitudes toward students at various points during a defined period of demographic shift. Gale's parallel stories bring about questions related to factors such as teacher attitudes based on the race, socioeconomic background, and linguistic diversity of their students in contrast to their expectations for their students and the implications of these behaviors on equitable educational opportunities. Gale reflects on the bias that she encountered in her high school English class and shares that story alongside the experience of an English teacher that provides a classroom environment that she perceives to be more inclusive than the one that she endured as a student. More so, she "wanted to know about Larami's time teaching at Hope High School and how other teachers were affected by the change in demographics" in order to devise a plan for preparing future teachers to maintain high expectations and sensitivity to the needs of students from all backgrounds.

In Chapter 12, *Poetry is not a luxury: Engaging learners in multiple literacies through creative poetics*, Lobat Asadi examines poetry performance through the lens of multiple literacies. As Asadi interviews student participants in performative expression, she becomes an active participant in learning about the nature and impact of multiple literacies among marginalized student populations. The collected interviews revealed that the students' "interest in reading and writing was significant because CCPD helped her develop literacies in a way that her K-12 schooling had not." Therefore, Asadi's work challenges common means of expression used in K-12 classroom (prompt-based writing) and standardized essay writing by presenting a review of the literature and narrative interspersion to demonstrate the alignment of multiple literacy theory and increased engagement by the participants of her study.

Chapter 13 "*After a trip, the suitcase stays full till I need something*": *Unpacking narrative truths from the field* is a revisitation of two interviews. Chestin T. Auzenne-Curl constructs a narrative centered on meaning-making and the construction of self through stories from the field. Auzenne-Curl's reflections on how each interview called her to restory her experiences and add to her meta-analysis of personal practical knowledge reveal how the participant observer contributes to the expansion of individual and collective understanding through storytelling. The study envisions autobiographical narrative inquiry as a "portal through which a person enters the world and by which their experience of the world interpreted and made personally meaningful" (Clandinin, Pushor, & Orr, 2007, p. 375).

We then enter Chapter 14, which provides an examination of social media discourse among Black womxn who are literacy teachers and coaches during the COVID-19 pandemic. Titled *The implications of social media scholarship on knowledge communities in black cyberculture: A co-constructed narrative*, the chapter is a facilitated reflection on what Chestin T. Auzenne-Curl and Daphne Carr deem an organically derived knowledge community in cyberspace. The authors note recurrent experiential tensions related to underrepresentation of Black women scholars in academia and assert that entering into a virtual community of knowledge sharing on the Twitter platform acts as a mediating factor against impostor phenomenon. The imaginative presentation of unrolled threads as courses facilitated by those who made the initial tweets opens in a new venue that is characterized by an inclusive call and response nature of scholarship shapes our consideration of social media scholarship exchange as an accessible and inclusive e-portfolio that amplifies the voices of Black womxn scholars who may feel excluded in higher education. Finally, Chestin T. Auzenne-Curl and Cheryl J. Craig reflect on the impact of not one, but the four pandemics that rocked the Greater Houston area during their work with the WITS Collaborative and how *Research across four pandemics – their reflection along the continuum of time* – shaped the educational landscape and brought them to the completion of this volume with many dangling questions left unanswered.

REFERENCES

Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating sites for narrative inquiry. *Journal of Teacher Education*, *58*, 21–35.