Critical pedagogies are meant to foster openness and dialogue among teachers and learners in learning environments. In effect, critical pedagogies are meant to be expansive, creating new possibilities for understanding and being in the world. In alignment with the 2024 CSA theme of expansions, the Critical Pedagogies working group seeks submissions that engage with expansive possibilities of different ways of teaching and learning. We invite contributors to submit proposals that engage with the following questions:

* In what ways do critical pedagogies provide opportunities to expand learners’ and teachers’ awareness of culture work locally and globally?
* On the other hand, how are critical pedagogies in themselves potentially transformative and expansive sites of cultural work?
* What tools, technologies, practices, and other resources can afford expansion through critical pedagogies?
* How might we understand the role of materiality and the body in space and time as expanding culture work within contexts of learning?
* How do disability and access work expand, contract, or otherwise unsettle pedagogical approaches?
* Where might critical pedagogies break down and stem the process of expansion?
* What future visions of critical pedagogy are necessary for expanding cultural studies and moving culture work forward toward equity goals?
* Contributions might also engage with modes of doing teaching and learning in and through sites beyond university walls, including but not limited to:
	+ Public scholarship
	+ Community based learning
	+ Prison education
	+ Wikipedia