



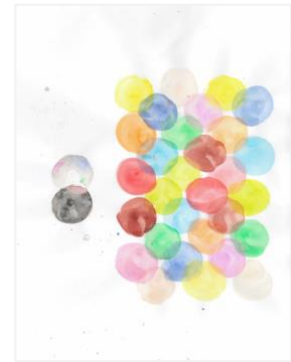
Editorial for the conference 2024 special issue

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Editorial for the conference 2024 special issue

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*The full reflection has been published on the journal website as part of the special issue.

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This special issue of the International Journal of Engineering, Social Justice, and Peace (IJESJP) represents a wide array of work that was presented, discussed and created during the 2024 Engineering, Social Justice and Peace (ESJP) conference, held at Chalmers University of Technology, Gothenburg Sweden, and online. In this editorial we say something about the collaborative and creative process behind the conference, the process of interactive peer reviewing employed, and the contributions included in this special issue.

Updated with minor typographical corrections: June 30, 2025.

A SPECIAL ISSUE WITH CONTRIBUTIONS FROM THE ESJP 2024 CONFERENCE

Having some previous connections and collaborations in the ESJP network, the Engineering Education Research division at Chalmers took on the role of organizing the 2024 conference with the help of a committee spread out across universities and countries. The possibility of publishing contributions to the conference in a special issue of IJESJP was brought up early on in the process, and enthusiastically embraced by the conference organizers. With the help of an even broader team of guest editors, we have now brought many parts of the inspiring work done by conference participants into this publication. While the very first issue of IJESJP included two articles presented at the 2010 conference in London, this special issue is the first time a full issue is built from the conference. As the special issue was drawing close to completion, editors Corey Bowen and Jens Kabo shared the following communication (by text on 2025-05-28):

CB: I'm so excited that our little bit crazy plan of executing a conference with a published volume is actually working. Two different author groups have reached out to me asking where the call is for submitting something for this year's conference, and I had to explain to them that there isn't one because this isn't normal – it's just a crazy thing we tried. And it's working!! And the authors clearly appreciated it so that they are asking for it again.

JK: Yes, our little experiment worked out well! It just took a bit longer than I think we first imagined, but I think that we pragmatically said Spring 2025, so we are not that far off!

The theme for the conference, inspired by the slogan of the World Social Forum and other calls for the possibility of alternatives (Stengers, 2018; Valle, Slaton & Riley, 2022) was “Another university is possible! Theories and practices of change related to engineering education in academic institutions” This theme has only become more pressing given recent attacks on academic work for inclusion and justice. In the spirit of the ESJP network, we wanted the conference to be welcoming and collaborative, and in this way support participants in the process of producing work that was both novel and personally meaningful. For this reason, we invited participants to contribute to the conference in multiple ways, by presenting artifacts, holding “special sessions”, or in any other way deemed valuable to them. Our invitation for contributions was as follows:

We expect participants to contribute in one of three ways.

1. Artifact presentations, including any work that is representable as digital artifacts, such as research or practice papers, digital representations of art or performance work, or any other type of work which could later be published in the journal as a stand-alone contribution or along with conceptual or creative commentary from reviewers and other conference participants. All artifact contributions will be peer reviewed and receive feedback during the conference and all authors of these contributions will be expected to participate in peer review activities for their own and others' contributions. If you choose to apply for participation with an artifact presentation, the system will ask you to provide a short (maximum 300 words) abstract/description of the artifact you plan to submit by June 30.
2. Special sessions, including workshops, outdoor activities, arts-based sessions, or any other format that engages participants in critical conversations and experiences around Engineering, Social Justice and Peace. We particularly encourage formats that provide

alternatives to traditional paper presentations. If you choose to apply for participation with a special session, the system will ask you to provide a short (maximum 300 words) description of the session you plan to organize during the conference.

3. Other contributions. You are also invited to contribute to the conference experience in another way that makes sense for you. The system will ask you to briefly indicate what you think you could contribute to make this conference a safe and enriching experience for all participants. This can be anything, for example helping to arrange chairs, guiding other participants on campus, organizing a social activity, helping the organizers challenge colonial norms and practices, etc.

This format was received positively by many participants. Samantha Hoang (2025), who is a co-author of an article in this volume, shared her thoughts on writing a non-traditional article:

ESJP 2024 was my first experience with a conference of this particular format. When learning about this conference from my colleague, Yen, I was curious about the invitation to submit artifacts that do not take the form of a traditional research paper. We were interested in writing a paper reflecting on our journeys to becoming faculty as women of color. Citing external sources when we were writing about our experiences did not make sense since our experiences are unique and not something that should require citation. Citations are something that I would expect to include in submissions to any other conference venue so the explicit invitation to submit nontraditional artifacts was very freeing in this aspect and made it a lot easier to think that our idea for a paper reflecting on our journey through academia would be an appropriate paper format and topic for the conference. It really freed up me and my co-authors to write without feeling like we were required to cite other sources to corroborate our experiences.

Together, we hoped we could produce an engaging and welcoming conference, for all forms of scholarship, even those traditionally devalued within the academy, where indeed everyone participating took responsibility for both their individual as well as the collective work. To do this, we required a new process for the co-creation of knowledge.

A COLLABORATIVE AND CREATIVE PROCESS

For most of the organizing team, the ESJP conference was a new experience altogether. Jens Kabo (Chalmers) had been active in ESJP some years back, and Corin (Corey) Bowen (Cal State LA), had been part of organizing ESJP activities during the last few years, but Anders Johansson (Chalmers), Johanna Larsson (Mälardalen University), Johanna Lönngren (Umeå University), Malin Kjellberg (Chalmers), and Kenya Mejia (San Francisco State University) were new to the network and conference.

Organizing a conference is always challenging, and coordinating across institutions, continents and timezones does not make it easier. Anders took on the role of coordinating the conference team and making sure all information and communication was up to date. Due to special circumstances, he was unable to participate fully during the conference, but the seamless way in which the rest of the team took over and sorted everything out during the days of the conference showed how a tight



Fig. 1. Malin's modelling clay braid.

team can work almost as a single organism. Johanna Larsson coordinated art supplies, which were in constant use on site. Jens handled the technical aspects of the virtual components of the conference. Corey and Kenya facilitated online, with Kenya running a Spanish-language session. Members of our team changed roles and filled needs as they arose. As a metaphor for the intertwined and seamless work of the conference team, Malin created a braid from the modelling clay available at the conference venue (Fig. 1). One of the conference participants at the time reflected that “it's not obvious who the leader is here, but it all works

out very smoothly”. This represents what is sometimes called “team-based leadership” in the teamwork literature (Lindstedt & Burenius, 2003). This collaborative spirit carried on after the conference as we put this special issue together. We all performed editorial work on the conference contributions, and Corey first took on a coordinating role, which was later handed over to Jens, who focused on getting the individual contributions across the finishing line. Anders has been the main coordinator for this editorial with support from Johanna Larsson and Johanna Lönngrén.

During the conference, we also wanted to encourage participants to be creative, and provided art materials as one way of engaging with the intellectual and affective material of the conference sessions. Participants volunteered to have their creations included in the special issue. One painting is used as the cover, and a collection of creations is pictured here (Fig. 2):



Fig. 2. A collection of creations from conference participants.

In a post-conference reflection, Ronny Kjelsberg (2025b) commented on these “unusual” conference activities:

I will applaud the foci on creating a positive conference environment and getting to know the different participants. Although some of the activities might challenge a relatively traditionally-minded academic as myself, challenge is good, and if I remember correctly, it was clearly presented that it was OK to opt out if some things were too challenging [Fig. 3].



Fig. 3. For those who did not want to engage in arts-based reflection.

For help with organizing the conference, apart from the committee and all the participants, we also want to thank Paula Arhanto for excellent administrative support and Anna Näsborn for know-how, encouragement, and practical help.

THE PROCESS OF INTERACTIVE PEER REVIEWING

In most academic publishing, peer review is considered an important tool for ensuring that publications meet the journal’s or conference’s quality criteria (Barroga, 2020). However, traditional peer review processes are also criticized for being affected by, among others, reviewer bias, lack of transparency, and delays in publication, which has led to increasing attention to alternative peer review models (ibid.). One such approach is *interactive peer review* (Pain, 2023), which is “a form of collaboration between authors and reviewers,” typically conducted online and asynchronously. Often, authors and reviewers identify themselves to each other, which is said to offer an equally critical but more supportive and constructive discussion climate and more transparent and fair reviews (ibid.).

For this special issue, we developed a *face-to-face interactive peer review approach*, which was directly tied to the 2024 ESJP conference experience. Before the conference, each contribution was reviewed by two other conference participants, asynchronously and in writing. Despite a somewhat pressed schedule over the summer (where July in the Swedish context is considered the main month for vacation, when not even academics should work), this worked well. During the conference, the authors presented their contributions. After the presentations, the authors and peer reviewers together engaged in a live peer review session, aiming to clarify written feedback and discuss any questions or challenges authors experienced with their contribution. After the conference, the authors submitted revised versions of their contributions to IJESJP. The guest editors then decided if additional peer review was necessary or if the contribution could be accepted immediately, based on the results of this collaborative, multi-stage review process.

Our intention with this approach was to facilitate in-depth discussions about contributions, which we hoped would lead to more meaningful feedback, increased transparency and accountability, caring and supportive interactions between authors and reviewers, and opportunities for collaboration and networking. This is very different from the “traditional” process of anonymous review. Ronny Kjelsberg (2025b) reflected on his experience:

I believe particularly the experimentation on new forms of peer review in the conference is a very good contribution to the academic community. I guess most of us who have written a few papers have experienced both very good and less constructive peer review. Having an open peer review during and after a conference creates a structure where there is more pressure on the reviewers to be constructive. [...] One could potentially fear that the loss of anonymity would limit the will to come with comments pointing to weaknesses, points of improvement, etc., but this is not my experience from the conference at all. In fact, I believe that one of the reviews I got from the conference was one of the most thorough and constructive reviews I have ever gotten. So based on a dataset of one submission, I would suggest continuing to experiment in this direction.

While peer-review is often expected to follow scientific norms of emotional detachment and objectivity, one of the reviewers, Robyn Paul, wrote that “I’ll be honest, I usually wouldn’t have included my emotions in the review and it was only because of the context and prompts that I decided to” (communication by email on 2024-10-05). Being honest about what emotions other’s work raises in us is in line with feminist scientific practices (Viana et al., 2024).

During the conference, we had the impression that the peer review discussions were friendly and constructive. One of the authors, Andreas Ottemo (2025b), confirmed this impression in a post-conference reflection:

For me, formulating a paper is always personal and sending it in for review always entails a sense of vulnerability. In a sense, I consider it to “expose” myself. Particularly in relation to the work I’ve been doing lately, where I find it important for our field to also engage in a form of self-criticism and investigate what we take for granted or assume when doing feminist/progressive work, it has happened that I have gotten harsh critiques in reviews, that I have not always found fair in relation to the argumentation put forward in the paper submitted, but rather protective in relation to certain positions in the field. This is certainly not to suggest that I have not also received very constructive and highly deserved critique, but the traditional double-blind process provides little room to explain oneself, little room for dialogue and lots of room for being “suspicious” about each other as author/reviewer. I therefore highly appreciated the more “developmental” or dialogical reviewing process set up through the conference/for this special issue. I found it provided space to be more personal and even vulnerable in responding to the reviews, and that the process ultimately allowed for a more direct and “honest” dialogue, because the need to protect certain positions was toned down in favor of trying to understand each other’s arguments. So, for me and for this paper, this review process had strong merits, and I really appreciated the feedback I got, which made (me) feel that I wanted to better my paper and clarify my argumentation rather than defend myself after feeling hurt.

Andreas’s reflection also highlights the misunderstandings and hurt that can be perpetuated through traditional anonymous reviewing and critique, which is also described in Dimpho Radebe’s post-conference reflection about her and co-author Kai Zhuang’s experiences (Radebe & Zhuang, 2025b):

I wanted to share the reflection that I had after reading our manuscript’s first editorial reviews. That really captured the essence of what I have felt has been most impactful about engaging with the ESJP Review Process! [...]: “Our journey to this place and this framework came from a lot of pain and working through our own defensive postures as a result of the oppressive nature of the

systems we find ourselves learning and working within. Receiving acknowledgement of the value of our work from the engineering education community, along with an emphasis on not pre-empting critiques that are based on colonial mindsets, is so liberating!”

Samantha Hoang (2025) similarly reflected on how the open review process facilitated mutual understanding and supportive interactions. After receiving only one review before the conference, they received a second review by a conference participant after the conference:

One major advantage to this reviewing structure is that we got to know our reviewer before seeing their review and vice versa. It made the review process feel warmer than I experienced with other conference and journal submissions. Getting to know our reviewer prior to receiving their review helped our reviewer understand our reasonings behind the chosen format of our submission. Additionally, presenting our paper before receiving our reviews also created an opportunity to present our work to the reviewer, making it a much richer experience by adding onto what is written in the manuscript.

One of the participants, Graham Collins (2025c), had submitted artwork aiming to highlight environmental destruction and devastating impacts on Indigenous communities. In their post-conference reflection, they commented on the value of extending peer review beyond traditional academic papers to also include artworks, highlighting the power of arts to contribute to less destructive and more equitable futures:

Knowledge and understanding were co-created through the invaluable review process, a journey in which each of us played a crucial role in shaping the narrative. The co-constructed formats helped strengthen the need to protect the planet and the rights of marginalized communities. [...] By engaging with the artworks, the conference community played a pivotal role in understanding the wishes of Indigenous communities and their proposed solutions for a more equitable future.

While most of our experiences with the face-to-face interactive review approach were positive, we also experienced practical and organizational challenges, primarily due to time limits. For example, Samantha Hoang experienced that there was not enough time in their review session to meet and talk to their reviewer. To improve the face-to-face interactive peer feedback approach for future conferences, Samantha suggested more time to discuss the contributions, more presentation sessions, and no more than two contributions to discuss in each session. Other times and spaces could also be designated for authors and reviews to meet and talk about the papers outside of the presentation sessions.

We thank all authors and reviewers for their caring engagement in this process. We believe that the face-to-face interactive peer review approach that we trialled for this special issue – with practical adjustments such as those described by Samantha – has a lot of value and potential to contribute to transforming academia along the values supported by the ESJP community. As conference organizers and editors for this special issue, we are extremely grateful for the ways in which conference participants have made it possible to generate experiences such as those described by the participants above. While academia continues to perpetuate injustices and cause hurt, these authors’ reflections give hope that *another university is, indeed, possible*.

THE CONTRIBUTIONS IN THIS ISSUE

Although not restricted to the theme, many of the contributed works in this issue did respond to the theme of the conference “Another university is possible! Theories and practices of change related to engineering education in academic institutions”. Most of the contributions to this issue were presented at the conference and were subsequently revised for inclusion in the journal. We also have one contribution that is based on a workshop held during the conference (Günter et al., 2025) and one artwork that was produced during the conference (Günter & Vasiliou, 2025).

Reading the article by **Ana Elizabeth de la Horra, Judith Betsabé Grill and Anabela Fantilli (2025)** in my (Kenya Mejia) mother tongue (Spanish) was deeply transformative and inspirational. In the work, the research team expands on who gets to receive credit in technical knowledge production. In collaboration with women who are community gardeners and university professors and students, they built a possible future for any academic looking to do community engaged work. The authors contextualize their work within the history, culture, and economics of Argentina, as these women workers look to create economic opportunities from their expertise with plants. The work is centered on the relationship building and process making of co-design across different social groups and showcases the results of this collaboration.

El leer el artículo escrito por Ana Elizabeth de la Horra, Judith Betsabé Grill and Anabela Fantilli (2025) en mi (Kenya Mejia) lengua natal (Español), fue una experiencia transformativa y inspiradora. En la obra, el equipo de investigaciones extiende quién puede recibir crédito en la producción de conocimiento técnico. En colaboración con trabajadoras de huertas comunitarias, profesionales universitarios y estudiantes, construyeron futuros posibles para cualquier académico buscando hacer trabajo basado en el conocimiento comunitario. Las autoras contextualizan la obra en la historia, cultura, y economía de Argentina, enfocándose en las trabajadoras que buscan oportunidades económicas con sus habilidades con las plantas. La obra centraliza el trabajo de construir relaciones y crear procesos para la co-creación entre diferentes grupos sociales. Al final, el artículo ofrece los resultados de esta colaboración.

The article by **Günter et al. (2025)** was developed from a workshop initiated and facilitated by **Katerina Pia Günter, Marie Paretti, and Johanna Lönngren** and co-created together with six workshop participants, including **Virginia Grande, Samantha Hoang, Ronny Kjelsberg, Darakhshan Mir, and Anne-Kathrin Peters**. The article has two distinct features, the arts-based approach of using collage-making, and the collaborative process of bringing the article to fruition. The collage-making offered the participants a playful way to think about the present states and potential futures of engineering education and served as a basis for further individual and collaborative reflection. Both the use of collage-making and the collaborative approach to data collection and analysis can serve as examples and inspiration for others wanting to explore alternative narratives about engineering education. This article shares kinship with two other contributions to this special issue, the article by Earl Lee and Nadia Kellam in terms of exploring alternative futures, and Graham Collins’ work in terms of the potential held by art.

Within engineering education research, social class remains a less commonly used analytical lens than gender or race/ethnicity when exploring issues of diversity and inclusion. **The article by Ronny Kjelsberg (2025)** is significant as it employs this lens to examine the motivations for studying engineering among students at a Norwegian technical university. While a division between “thinking” and “doing” is often imagined between middle class and working class jobs, for many of the respondents in the study the connection between previous manual jobs and current engineering studies was clear. Kjelsberg’s findings “suggests that the path from vocational to higher education is important to recruit a more socially diverse student population. As this is currently not the ‘normal’ path into education, the structure of the educational system is an obstacle to recruiting working-class students into higher education” (2025, p. 86). Kjelsberg discusses some ideas for how this structural challenge could start to be addressed (within the context of Norway).

Engaging with science and engineering is not just an engagement with the present but also with selected pasts and imagined futures. Which pasts and futures are activated in educational contexts influences whether science and technology moves in a socially just direction. In science and technology education, sci-fi imaginaries often align with Western, patriarchal, visions of frontiers and continued colonial expansion (Hasse 2015), and ignore the radical potential of speculative fiction to imagine the past, present and future otherwise (Haraway 2016). **The article by Earl Lee and Nadia Kellam (2025)** explores how fruitful seeds for a more socially just engineering education can be planted through Africanfuturist fiction. In this creative and thought-provoking paper, Lee and Kellam demonstrate how Nnedi Okorafor’s Africanfuturist sci-fi series *Binti* could be used to inspire engineering students and faculty to engage in more culturally and racially inclusive educational practices with the help of Black epistemologies. This is an exciting step towards a decolonization of engineering knowledge.

The article by Kenya Mejia, Samantha Hoang and Yen-Lin Han (2025) is a very personal text, written as narrative reflections rather than as a traditional scientific journal article. Its unique contribution lies in the authors’ vivid illustrations of (some of) the wide range of personal, social, institutional, and societal challenges that female faculty of Color may need to navigate to succeed in academia in the United States. The text affected me (Johanna Lönngren) emotionally – triggering a mixture of compassion for the authors’ struggles, surprise at unexpected insights (e.g., the danger of advising junior scholars to follow their own ideals rather than striving to maximize traditional markers of academic success), anger about racial and gendered injustice, and awe about the incredible courage and stamina the authors demonstrate throughout their journeys. This is a text every young academic should read.

The article by Andreas Ottemo (2025) does important theoretical work by analysing how the often claimed masculine gendering of STEM subjects is conceptualized in education research. By analysing review studies in the field, Ottemo finds that explorations of how gendering emerges are rare, and that claims for gendering are more often based on broad feminist science critiques. This represents a limitation for the field, where stronger analyses of how different fields and contexts are gendered would also enable more effective work for gender equality and social justice. The

detailed reading and critique done in this paper is an important contribution to the field, and it is important to recognize this critique as a “labour of love” (Ahmed, 2008).

The foundational **article by Dimpho Radebe and Kai Zhuang (2025)** represents a momentous contribution to existing theory around the topic of leadership in engineering education. Given the plethora of scholarship in existence on the concept of “leadership” that employs meritocratic and capitalistic frameworks, Radebe and Zhuang’s anti-colonial approach in their proposed “First Thrive, Then Lead” framework is groundbreaking, centering collective wellbeing and psychological and community-based care, a radical proposal within an academic system powered by exploitation and dehumanization. As Zhuang shared in an email with me (Corey Bowen), “Isn’t the trauma of academia very much a trauma of colonialism as well?”; the anti-colonial approach put forward by the authors is one that would have spared me my own academic trauma. As a reviewer concluded in their review of this paper, “I look forward to this work being published so that I can cite it in my work.” This editor concurs.

Graham Collins had the following to say concerning the **two artworks (2025a & 2025b)** he has contributed to this special issue in the form of digital representations of the original oil paintings: “Art is a powerful bridge to foster empathy, promote dialogue, and challenge societies’ destruction of nature. The creation of a series of oil paintings on lithium extraction was to highlight the destruction of the environment in one of the driest areas of the planet, pumping brine from hypersaline lakes (salars) for evaporation and using scarce water resources for processing, highlighting the devastating impact on Indigenous communities, and ecosystems. [...] Art transcends cultural barriers, has the potential to foster shared understanding, and can inspire optimism and encouragement for a future of peace and justice” (2025c).

Amongst the conference creations participants gave consent for us to include in this special issue was a painting of progressive educator bell hooks, with an accompanying quote about community building. We thought that the painting itself would be a worthy **graphic contribution** to the special issue, but when we reached out to the creator **Katerina Pia Günter**, who invited **Elena Vasiliou** for a dialogue, it grew into something more (2025): “Elena and I got a bit carried away in our reflection by the opportunities that opened up in conversation, which turned this piece into an abstract, a story of the image, and a reflection part on community building” (comment to the editors on 2025-06-24). Their reflection in turn returns to the theme of the conference, how another university, another science, and another education may be possible.

CONCLUSION

Those of us engaged in “radical” change work - changes that don’t align with the status quo we live in - can become exhausted and burnt out by the continued experiences of resistance and defeat, especially when we lose our sense of hope (communication by email on 2024-10-20).

Author Kai Zhuang shared the above sentiment during editorial communications, and this is indeed the feeling of hopelessness that our alternative conference experience was designed to address. The

work contained in this special issue provides us as editors hope that another university may in fact be possible, providing us with new directions for change. As Ronny (2025b) shared:

The only fear I have is that the environment at the conference, while welcoming, may become too detached from the more common/general environment in engineering, so as to limit its impact on the field itself. While I see the need for something different, and how it can create breathing space for participants, I also see a parallel to a historic conflict between some traditions within anarchism and other socialists. While it can seem nice to create an autonomous commune of like-minded people, it can also limit your capability of creating change in society in general. But I guess this is one of the dissonances we will always have to live with, where you need to find the right balance, and we all need to find a way to bridge what we bring back with us from the conference (and similar venues), to the everyday reality of our own institutions to try and create change there."

Thank you to all our contributors, reviewers, and all conference participants for the work you do to make critical change. *In solidarity!*

THANK YOU TO REVIEWERS

We want to thank the following persons who have served, in some cases in addition to being authors, as reviewers for the contributions within this special issue:

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- Nadia N. Kellam
- Ronny Kjelsberg
- Earl E. Lee
- Alejandro Ponce de León
- Andreas Ottemo
- Robyn Mae Paul
- Dimpho Radebe
- Luis Carlos Villegas Rodríguez
- Fabiola Gisell Rosales Sanchez

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