



CANADIAN JOURNAL OF EDUCATION | REVUE CANADIENNE DE L'ÉDUCATION

## CALL FOR SUBMISSIONS – SPECIAL CAPSULE ISSUE

### **Teaching Creativity, Creatively Teaching: Exploring the Arts & Design Thinking in Education**

Deadline for Submissions: December 1, 2016

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In this special issue, we invite authors to critically engage with the arts and design thinking as methods for promoting creativity and social innovation. We'd like contributors to consider how education can be more explicitly connected to the growth of the Creative Economy (CE), defined as "the interface between creativity, culture, economics and technology as expressed in the ability to create and circulate intellectual capital, with the potential to generate income, jobs and export earnings while. . .promoting social inclusion, cultural diversity and human development" (United Nations, 2008, p. 333). Creative industries may include: visual arts, design, film, photography, computer games, electronic/book publishing, music, dance, etc. (Howkins, 2001; Government of Ontario, 2014; Florida & Spencer, 2015). The driver of economic innovation is creativity and according to innovation rankings, Canada has demonstrated weak innovation capacity for decades (The Conference Board of Canada, 2015). Given the trajectory of the CE in the next decade, we believe it is timely to address the complex constraints within education that separate pedagogical innovation from social innovation. Society needs creative thinkers who have been educated to address socio-cultural-political issues and who are capable of engaging in complex interpersonal relationships within diverse groups of people (Hayes, Sameshima, & Watson, 2014).

Creative and artistic individuals contribute significantly to local and regional economies in unique ways. This is of particular importance to education as creative processes can improve pedagogy (Carter & Irwin, 2014) while also increasing student engagement,

teacher receptiveness, and academic performance (Wiebe, 2011-2104). While many are focusing on reinventing the school (see AltSchool.com; or Kahnacademy.org, etc.), less attention is given to creative pedagogy. We seek to broaden the conversation by inviting authors to explore how educational researchers, teachers, and students might contribute to the CE, and how they are capable of engaging meaningfully with creativity and creative practices (Gouzouasis, 2011; 2013; Wiebe et al., 2014).

**We welcome submissions in English or French that address these themes:**

- How are the arts and design thinking incorporated in teaching and learning processes?
- What pedagogies are being used to foster students' creative thinking?
- What artistic collaborations are teachers and students engaging in to promote social innovation?
- How might teachers and students be (re)thinking themselves as active contributors to the Creative Economy?
- How can schools and other educational sites be positioned as hubs for social innovation?
- What possibilities and challenges do teachers encounter when fostering creative pedagogical practices?
- What supports do teachers receive and what supports are needed to implement creative pedagogies in feasible and sustainable ways.
- How can teacher education programs prepare teachers to be initiators and facilitators of creative processes?

**Keywords**

Creativity, arts education, design thinking, creative pedagogy, social innovation, creative economy, artistic processes, teacher education

**Submission Instructions**

Articles should be between 5500 and 7000 words, excluding references. All submissions will be blind peer-reviewed, according to the journal's policy: <http://www.cje-rce.ca/index.php/cje-rce/about/submissions>

Submissions must be uploaded to CJE's online journal system by December 1st, 2016. When uploading your submission please select "Special Capsule Issue on Teaching Creativity" as the Journal Section.

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