

Learning through ART: Speculative pasts and pedagogical imaginaries.

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Call for Chapters

In the Learning Through Art (LTA) series, our aim is to investigate ways in which art might help to create new ways of educating for sustainable futures. The LTA series provides open-access publications by art educators; artists; art teachers, community and environmental artists, artist-educators, arts-based researchers ... anyone involved in education through visual art) of the International Society for Education through Art (InSEA)*. Other titles in the LTA series can be found at [this link](#).

This book proposal introduces the fifth title in the series, with the theme of "Learning through ART: Speculative Pasts and Pedagogical Imaginaries." The primary aim of this volume is to articulate new possibilities for how the dimensions of visual art education can enable relationality, integrity, and responsibility in our individual, collective, and collaborative futuring. Art education's inherent complexity lies in its connections between subjects, contexts, and conduits, allowing a shift beyond conventional self-perceptions and worldviews.

Together, the chapters in this book will capture a diverse suite of art education oriented metho-pedagogies that speculate ways and means for relating, knowing, and doing differently in the long now. The overarching goal of this book is to provide a range of methodologies and pedagogical imaginaries that in some way challenge prevailing power dynamics, promote fairness in education, and invite a re-evaluation of the role of visual art within curricula and global knowledge frameworks.

When we speak about pedagogies that foster '*acting responsibly towards futuring*' we are invoking a speculative turn for the imaginaries of art education. Although pedagogies of response-ability (Braidotti) and mattering receive increasing attention in education, so too do concerns that not enough is being done to interrupt denials that underscore Anthropocenic times (Ribó, 2023). While art education holds neither the problem nor answers for future casting and myriad abilities, it offers a playground of possibility to question and radically reimagine learning through art.

Imagining with **Speculative pasts** and **futures** offers space to reimagine art education and the opportunities afforded to learning through art. *What if* and *what might be* becomes a speculative provocation for exploring ways of de-colonising Euro-centric positions of art in curriculum and within world knowledges.

We are interested in chapter proposals that explore the above (specific or related) questions through a range of topics relevant to art education research, including - Speculative scenarios in art education that supply valuable pedagogical opportunities for future-casting.

We are particularly interested in chapters (3000–4000 words, using APA7 referencing) that address the following themes:

- What if we imagined a different art world that was not built upon inequity?
- What if we reimagined a time that as Indigenous colleagues teach us, is the 'everywhen' (McGrath, et al, 2023) where the past, present, and future are interconnected?
- What if art education becomes a threshold for learning, unlearning, and learning anew?
- If we learnt through art in the everywhen, could we put the past ahead of us (Grocott, 2022) and what might we teach and learn about when we do that?
- What does it take to act responsibly, or in response-abling ways as we learn through art?
- How does speculative thinking create the conditions for response-able action when focused on redressing or re-assessing pasts for learning through art?
- Work that inspires this thinking includes Temporal turn in education, Future-casting (Jen Rae and Claire Coleman / Refugium) and a range of speculative 'p's: proposition, pragmatism, and pedagogies.

We expect many **pedagogical imaginaries** can arise from the above in ways that will contribute to thinking about how emergency and uncertainty in a post-truth age become generative forces in art education.

Formats

Chapters can take many forms and in different genres from traditional to more creative. Multi-modal and visual/digital responses should supply commentary in the textual form chosen and how it materialises artistic/research purposes, processes and/or results.

Indicative timeline

- Friday 8th December 2023 500 word abstracts due via email to kathryn.coleman@unimelb.edu.au
- Authors notified of inclusion Monday 15th January 2024
- 13th May 2024 3000–4000-word chapters due
- Reviews returned July 12th, 2024, Peer review and editorial review.
- Revisions due Friday 6th December 2024/ further revisions if necessary due Monday 20th January 2025
- Publication launch InSEA World Congress 2025

Please contact Kate Coleman kathryn.coleman@unimelb.edu.au if you would like to discuss your idea or have any queries.

* Unlike many open access publishers, we do not charge an Article Processing Fee (APF). You DO NOT have to be a member of InSEA to make a submission, but if your submission is accepted you will be expected to join the Society (details can be found at <https://www.insea.org/join-us/>)