

Worlding Art Education Differently:

Call for Chapter Proposals

Engaging in *trans-* practices

EDITORS

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**Submission deadline:
September 30, 2025**

This edited collection of essays explores how trans- perspectives in a post-pandemic world are shifting learning landscapes globally. *Worlding Art Education Differently* opens a conversation about the need for reform in higher education by addressing emergent possibilities for ecosystems of learning and communities of practice with, in and through artwork scholarship. Investigating current trends in global education from a trans- perspective (transdisciplinary, translanguaging, transnational, transmedia, etc.), this book brings together theoretical, methodological and practice-based approaches for building a more resilient, sustainable and inclusive environment.

For proposals, include:

- Proposed title of chapter
- 300–500-word abstract
- All names and affiliations of contributors
- Contact email for teams

**Notification of proposal acceptance by
October 30, 2025**

We invite authors to investigate topics such as public pedagogies, learning partnerships, sustainability and artful ecologies, and futures-thinking informed by EDID (equity, diversity, inclusivity and decolonization). Chapters focus on ways that informal learning sites (public spaces, museums, digital domains and more) offer the broad communities they serve distinct opportunities for experiential and educational exchange. Submissions can include transformative, immersive learning initiatives that foster student competencies through open systems, uncovering barriers and leveraging digital technologies for more equitable, diverse and inclusive education.

Chapters due: March 30, 2026

All submissions:

- UK English, APA 7, Word files only
- Single-author and collaborative essays: 3000-4000 words, inclusive of references, 3-5 image maximum
- Visual essays: image-based with up to 1000 words
- All images in high-resolution, 300 dpi
- Bio (no more than 50 words)

Themes: Arts-based methods that create radically different educational contexts, implicating cultural activism, immersive technologies and sustainable practices as the global future of education.

Public Pedagogies: Materiality in Action

Material practice as participatory public pedagogy, infusing learning environments with accessible art methods, and bringing into action forms of translanguaging with cultural meaning, ableism and activism.

Learning Partnerships: Becoming Conversations

Engaging with emergent, transdisciplinary dialogues that bridge learning environments with new partnerships and conversations that extend beyond disciplinary boundaries to contribute to vibrant new ecosystems.

Sustainability: Artful Ecologies

Informed by the SDGs and Global Citizenship Education, sustainability is broadly defined as artful ecologies that map more-than-human collaborations, novel art-sci-tech+ convergences, and diverse transmedia practices that open 'between' spaces with new synchronizations and ways of being and becoming.

Futures-thinking: Glocal Intensities

With transnational cultural and curricular narratives exploring global and local learning practices, glocal intensities explore new frontiers, such as digital futures, impact literacies, and more, to build inclusivity and accessibility by generating new ways of learning and meaning-making.

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