CALL FOR PAPERS

Special Issue of the
Student Engagement in Higher Education Journal

CREATIVITY FOR STUDENT ENGAGEMENT: PURPOSE, PROCESS, PRODUCT

Much work has evidenced the benefits of creative practice in learning and teaching, however, there remain many questions about its implementation and its implications for engaging student learning.

This special issue aims to be ‘agenda-setting’ in the area of student engagement. It brings together contemporary intentional efforts at enhancement in relation to the Purpose (‘why’), Process (‘how’) and/or Product (‘what’) of creative practice to build a better understanding of the (inter)relationship between creativity and student engagement – one that recognises the multiplicity and complexity of such relationships, as well as their implications for practice, policy and research.

We invite initial expressions of interest in the form of a 1000 word extended abstract based on practice-based studies, with final contributions in the form of either a 3000 (incl. references) word case study or 6000-8000 (incl. references) word research article which illuminate, or focus on, creativity for student engagement.

We would particularly welcome submissions which include a contribution from students. This could take the form of co-authorship, extracts from student evaluation comments or interviews, or independent reflections on the value of creativity to an individual student in the context of the project or activity being reported; such independent reflections could be published alongside the contribution as ‘student viewpoint’ vignettes or embedded in the main submission.

Guest editors

Dr Samuel Elkington (Higher Education Academy, HEA)
Dr Diane Westwood (University of Sunderland)
Dr Siobhan Devlin (University of Sunderland)
Chrissi Nerantzi (Manchester Metropolitan University)

Timeline:

Please submit your expression of interest in the form of a 1000 word extended abstract to samuel.elkington@heacademy.ac.uk by 30 September 2017

Please use the following structure for abstracts:

- Background/Overview
- Approach
- Main findings

- Editors’ response by 1 November 2017
- Full 3000 or 6-8000 word submission by 1 May 2018
- Final edit 1 July 2018
Publication September 2018