

POST-APPROACHES TO EDUCATION AND THE ARTS

Guest editors: Sofia Jusslin, Linnea Bodén, Lena O Magnusson & Tone Pernille Østern

Background

In recent times, research using post-approaches has increased within the fields of pedagogy and the arts. This special issue addresses how post-approaches can be put to work in educational practices, with specific interests directed towards arts education, arts in education, and arts-based educational practices. By post-approaches, we mean theoretical and philosophical approaches responding to an ontological turn that moves beyond representational assumptions that language alone can describe and represent the reality. Post-approaches slightly shift the focus from representational positionings to also highlight performative positionings where human and non-human entanglements are always in becoming. As such, post-approaches include, for example, posthumanisms, new materialisms, agential realism, poststructuralism, relational materialism, socio-material perspectives, decolonial theories, and indigenous philosophies. Scholars within these fields have argued that education has for too long been human-centered. The premise for such arguments is that a human-centered logic cannot account for all entanglements that matter in learning and teaching, especially in practices where humans engage with the arts in various ways. Instead, conducting research at the intersection of arts and post-approaches in education enables and requires following and displaying the entangled relationships in-between the different participants in a more-than-human world.

Whereas increasing attention has been given to conceptual and theoretical approaches when thinking with post-approaches, we recognize a need to address this further in various empirical practices with a focus on education and the arts. Therefore, we invite articles that explore how post-approaches can be put to work to attend to learning and teaching in a more-than-human world. To further pursue the potentials of post-approaches, we see this special issue as a forum for research that develops and expands post-approaches to pedagogy and the arts and investigates what such pedagogies produce for learning and teaching where the arts play different roles. This means that the interest could be directed to various arts/arts educational areas. We encourage the investigation of questions like: What can the arts become and produce in educational practices? How do post-approaches contribute to the understanding of learning and teaching processes in arts education? What implications do post- approaches have for learning and teaching in the arts?

Target group

The target group for the special issue is educational researchers who are specifically interested in post-approaches to education and the arts in various learning and teaching contexts. The research can be directed at different educational levels, ranging from early childhood education to higher education settings as well as non-formal and informal educational settings.

We are looking for research that focuses on areas such as:

- Post-approaches to the arts as educational practice
- Post-philosophical knowledge production through the arts
- Opportunities, challenges, and implications with post-approaches in education and the arts
- Aesthetic learning processes, arts-based education, and arts integration using post- approaches
- Post- approaches to teaching and learning the arts in real life and virtually
- Affective, intra-active, and rhizomatic approaches to the arts in educational practices
- Post-approaches to critical, inclusive, and/or decolonializing arts and arts education practices and research
- Practical information
- Deadline for submission 15 October 2021.

Articles can be written in English, Swedish, Norwegian, or Danish. Click [here](#) for guidelines. Full articles should be submitted to the journal's digital platform [here](#).

For information on Article Processing Charge and waivers, see [here](#).

Schedule

15 October 2021: Deadline for submission of full articles for editorial evaluation and peer-review

15 February 2022: Deadline for peer-review response to be delivered to the authors

15 May 2022: Deadline for final submissions

15 August 2022: Planned publishing date

About the editors

Sofia Jusslin (Ed.D.) is Postdoctoral Researcher in Education at Åbo Akademi University, Finland. Her research interests include post-philosophical perspectives on literacy and language education, dance integration and embodied learning in school and teacher education, as well as transdisciplinary approaches to dance focusing especially on literacy, literature, and language. Jusslin currently conducts research within the research projects Embodied Language Learning through the Arts (2021–2024) and Poetry! Performative Perspectives on Poetry Education (2020–2024).

Linnea Bodén (Ph.D.) is Senior Lecturer in Child and Youth Studies at Stockholm University, Sweden. Inspired by posthumanist perspectives and post-qualitative inquiry, Bodén has a specific interest in entangling theoretical explorations and empirical engagements in educational research. Questions concerning ethics is often the focus. As the leader of the research project Children in research. Investigating preschool children's experiences as participants in randomized control trials (2019–2022), she currently investigates children's perspectives on research and on being part of a research project. Through a multi-theoretical perspective, the project explores questions on ethics, participation and engagements.

Lena O Magnusson holds a PhD in Research in Arts Education from the University of Gothenburg, Sweden and works as a researcher and senior lecturer at the University of Gävle, Sweden. Magnusson's interests include post-philosophical perspectives and visual culture, the arts and aesthetics. Her current research project, Digital movements, involve, among other things, the intersection of digital technology and aesthetic experiences in the atelier of the Swedish preschool.

Tone Pernille Østern, with a Doctor of Arts in Dance from the Theatre Academy, University of the Arts Helsinki, is Professor in Arts Education with a focus on Dance at NTNU Norwegian University of Science and Technology. She also holds a position as Visiting Professor in Dance Education in Contemporary Contexts at Stockholm University of the Arts. She is active as Artist/Researcher/Teacher, with a special interest in socially engaged art, arts / arts education in contemporary contexts, choreographic processes, performative research, and bodily learning. She supervises master and PhD students in different countries, and is Editor-in-Chief of the peer-reviewed publication channel Dance Articulated.