# Call for papers: Aesthetic learning processes

**Editors**Helene Illeris, Elisabeth Hovde Johannesen (guest editor), Tone Cronblad Krosshus (guest editor), Trine Solstad (guest editor) and Lars Frers (guest editor).

**Target group**We are looking for contributions from researchers in the field of education who examine the connection between art and aesthetics and education and learning.

**Background and theme**Surveys, testing and goal achievement have long characterized the education systems. Instrumentalization of learning methods and “streamlining” have been criticized for having replaced a holistic view on education and learning. New guidelines for curriculum design, such as the Norwegian “Fagfornyelse”, can be understood as a qualified response, in that it also highlights the significance of aesthetic dimensions in learning processes.

Aesthetic learning processes are an established concept in various educational contexts. Research in the field examines how art and widely understood aesthetics can form the basis for complex learning processes, and how imagination and sensual and relational forms can be incorporated into teaching. Aesthetic learning processes can be explored as a concept, phenomenon, perspective on knowledge or practice, and can be developed through various methodological approaches; artistic, or in social science and the humanities.

The special issue includes theoretical and empirical studies. Critical perspectives are welcome.

**Some interesting approaches may be, but are not limited to**

• Aesthetic learning processes and didactics

• Aesthetic learning processes and “Fagfornyelsen” (in-depth learning, interdisciplinary, democracy and citizenship, sustainable development and life skills, psychosocial learning environment)

• Aesthetic learning processes and ontological and epistemological perspectives

• Aesthetic learning processes, empathy, affect and memory

• Aesthetic learning processes, embodidment, performativity

• Aesthetic learning processes and technology

• Critical perspectives on ethics and aesthetic learning processes

**Practical information**

* Articles can be written in Norwegian, Swedish, Danish or English.
* Articles need to follow the [journal’s guidelines](https://jased.net/index.php/jased/guidelines)
* Articles should be uploaded to the [journal’s digital platform](https://jased.net/index.php/jased/about/submissions)

**Schedule**

1 February 2022: Deadline for submission of article for editorial evaluation and peer review. Articles should be of high academic quality and ready for publication at this stage.

1 June 2022: Deadline for peer review response to be delivered to authors

1 October 2022: Deadline for submission of final submission

1 December 2022: Planned publishing date

**About the editors**Helene Illeris is a Ph.D. and Professor of Art Education at the Faculty of Fine Arts, at the University of Agder (UiA). Helene teaches and supervises at the Master of Fine Arts and the PhD specialization Arts in Context (KiK). Together with Tony Valberg, she leads the research group Art and Social Relations. Research interests: art and visual culture pedagogy with a focus on contemporary art forms, aesthetic learning processes and sustainability. For more info see: <https://www.uia.no/kk/profil/heleneil>

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