

CALL FOR BOOK CHAPTER SUBMISSIONS!

Book Project Title: Arts-based pedagogical approaches during a global pandemic: The use of creative teaching strategies for on-line and in-person learning

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Description of Book: The COVID-19 pandemic created the largest global disruption of education processes and systems in history, forcing diverse educators within schools, universities, communities, and non-profit organizations to shift the ways in which they deliver knowledge. Transitioning from traditional face-to-face learning to on-line learning posed many challenges for both educators and learners, while simultaneously creating the opportunity for teachers to generate, cultivate and implement creative teaching strategies. This anthology aims to center diverse arts-based pedagogical approaches used in on-line and in-person teaching, as many educators transition back to face-to-face instruction.

We seek submissions that promote critical and socially engaged teaching and learning through the arts. We are interested in integrating findings from diverse educators' personal research, classroom or community education experience to highlight practical and applied strategies that are designed to: engage learners, to support the development of student interaction, to cultivate a sense of community within classrooms, and to sustain learner interest in and accountability to course content. Furthermore, we are interested in the educators' explanations of their own journey towards conceptualizing and understanding what artistic and creative pedagogies are, how they work and why they work.

We call on educators of all sorts to share the innovative teaching strategies they implemented and continue to engage with, both on and off-line, with a particular focus on the arts and creativity. The types of on-line and in-person pedagogical approaches that will be highlighted in this book include literary techniques (e.g., fiction, poetry and

autoethnography), performance (e.g., dance, ethno-drama, and theater), visual art (e.g., painting, photographs, collage, sculpture, and art installations), new media (e.g., video, blogs, and zines), folk art (e.g., quilts), etc. Innovative arts-based instructional strategies, specifically literary, visual, musical or drama mediums, have the potential to encourage creativity, help build a learning community, nurture trust, promote learner empowerment, and foster social and emotional healing during a pandemic. We welcome interdisciplinary and international perspectives, voices from diverse types of educators, the inclusion of teacher and student artwork, as well as lesson plans.

[Recommended Sections/Topical Areas:](#) We are seeking papers (book chapter essays) that range between 5,000-6,000 words (including references) formatted according to APA style (7th edition) in the following sections/topical areas:

Section 1: Conceptualizing arts-based pedagogy

Locating yourself/intersecting identities

Theoretical frameworks for engaging in critical pedagogy & the creative arts

Methodological designs/choosing appropriate arts-based pedagogies (i.e.-classrooms, communities, non-profit organizations, etc.)

Different ways of knowing

Section 2: Transitioning from in-person to on-line learning

Navigating challenges & considerations

Making adjustments

Working with uncertainty

Reflecting on ethical issues

Section 3: Implementing artistic & creative pedagogical approaches

Navigating new terrain with marginalized learners

Modes/medium—different types and sources of data & creative methodologies including:

- literary techniques (e.g., fiction, poetry, autoethnography)
- performance (e.g., spoken word, dance, ethnodrama, theater, music)
- visual art (e.g., painting, photographs, collage, sculpture, comics/graphic novels, video dance, art installations)
- new media (e.g., video, blogs, zines)
- folk art (e.g., quilts, woodworking, beading)
- craftivism (e.g. knitting, crocheting, sewing-- symbiotic relationship between craft and activism)

Section 4: Disseminating the artistic creations

Reaching an audience beyond the classroom (via on-line platforms or in-person)

Giving back to the learning community

Making arts-based pedagogy accessible

Section 5: Assessing the impact

Educator reflexivity of the process

Research based on impact of the arts-based pedagogical approach

Activist art for addressing social justice issues

Submission Process: If you are interested in proposing a chapter essay to be published in this book, please submit the following:

- 300-500 word abstract and author bio due: 31 January 2022
- indicate what section/topical area that your paper falls under
- author(s) contact information & affiliation

Authors will be notified by February 28, 2022 about the status of their proposals and sent chapter guidelines. Full chapters are expected to be submitted by August 15, 2022

Due by January 31, 2022 to: Moshoula Capous Desyllas (email: moshoula@csun.edu) and Eleni Papouli (email: epapouli@gmail.com)

Publication: This book is scheduled to be published by Cognella® Academic Publishing, a leading academic publisher that redefines academic publishing by creating teacher-driven, student-centric higher education textbooks and course materials in print and digital formats.

Editors' Bio:

Moshoula Capous-Desyllas is a Professor of Sociology at CSUN. Interdisciplinary perspectives from social work, sociology, and gender & sexuality studies intersect to shape her teaching experience with both undergraduate and graduate students in the Departments of Sociology and Social Work. She teaches courses in social work field and practice, human behavior theory, diversity and social justice, qualitative research, and arts-based methods. Her anti-oppressive teaching and research approaches involve the use of arts-based methodologies as a way to amplify marginalized voices, making knowledge accessible, de-colonize teaching and learning, and cultivate the power of creative story-telling.

Eleni Papouli is Assistant Professor of Social Work at the University of West Attica, Greece. She earned her BSW degree from Technological Institute of Athens, her MA (ICW) from the University of East Anglia (UK) and her PhD from the University of Sussex (UK). Papouli was a social worker before moving into social work education. She has a long experience in teaching and research and in 2015, became a teaching fellow at the Munich University of Applied Sciences (MUAS). Eleni teaches theory and practice courses for both the BSW and MSW programs. Her primary research interests include social work values and ethics (teaching and practice), creative and arts-based teaching and research methods, creative communication in social work, virtue ethics, and social work education. She is Deputy President of the Committee on Gender Equality at the University of West Attica and member at large of the ICSD (International Consortium for Social Development (ICSD)). She is author of various publications.