Call for Papers
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Borderless: Global Narratives in Art Education

Who are we in relationship to other cultures and countries? What issues in art education are potent across the world? How can art educators address and teach with a narrative of “being global”? This issue’s theme, Borderless: Global Narratives in Art Education, challenges us to look outward as we reflect inward. When facing global issues and divisions on top of contestation about worldviews and ontological discourses, we are challenged to reflect on our established views about and beyond local or regional history and knowledge. Therefore, seeking new and open-ended approaches to globalization, this call for papers seeks art educators’ critical and theoretical explorations and responses as global educators. We invite authors to share global narratives that address globalizing educational issues, concerns, and problems, both reflecting on their art educational approaches on globalization and reiterating the transforming and/or communicative opportunities of art and visual culture (Delacruz, 2009; Meskimmon, 2010).

Narrative (inquiry) is an interpretation of history or stories created by a person, groups of people, or popular media. Said’s (1978) criticism from decades ago, for example, on the development of Western historical, political, and cultural views on the East informs that Orientalism as a narrative serves and justifies the West’s dominance. Curriculum as a narrative might also reflect the idea and viewpoint of selected groups, views, and ideologies. However, narratives are flexible. They can be changed or rewritten. Therefore, we invite revision and counter-interpretation against particular cultures, people, and viewpoints. As art educators, what are your constructed narratives, and how are they developed or critically challenged dominant stories? When forming new narratives on a global context, we encourage authors to share their critical and/or successful narratives towards the traces, emerging issues, or future vision of globalizing art education.

For this theme, some of the following questions might be addressed:

- What are global narratives for art education? How can art educators address global narratives or stories in our teaching and research?
- What are emerging narratives that demand global focus and attention? How can we teach with, about, and for emerging global narratives?
- Can narratives compete and conflict with each other on global teaching and learning? In what ways are dominant narratives contributing to damaging single stories?
- How do you interpret, communicate, and work with others’ global narratives or stories?
- What is the role of art educators in the age of globalizing conflicts and issues based upon highly contrasting and contesting social, political, cultural, and religious ideologies and practices?
● How can global visual culture and social networking be explored to address global narratives?
● How can we address or create equitable global narratives toward global inclusion, diversity, and justice?
● How can theories or critical approaches from other disciplines inform and address global narratives in art education?

References: