Call for Papers
Current Trends and Issues on Creativity, Technology, & Teacher education

JTATE Special Issue
Guest Editors & Affiliations
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Deadline for Submission of Brief Abstract
December 1, 2013

Introduction

The importance of creativity in teaching has deep roots in the field of education (Dewey, 1916; 1934; Vygotsky, 1960); and in recent years, the focus on creativity in a 21st century context has grown even stronger (Robinson, 2003; Sawyer, 2011). Creative thought processes are considered to be necessary in our complex and global society (Florida, 2002; Pink, 2005; Zhao, 2012; Robinson, 2003; 2011). Diverse knowledge bases and multifaceted issues demand creativity and innovative thinking in the field of education, from K-12 and beyond. These are issues that teachers and teacher educators will be faced with in helping future teachers develop the skills and knowledge required of them.

Along these lines, mastering the intricacies of technology has also become a challenging and evolving target – both for teachers and teacher educators alike (Zhao, 2012). It has been argued that effective uses of technology for teaching/learning must be grounded in a creative mindset that embraces openness for the new as well as intellectual risk-taking (Mishra, Koehler, & Henriksen, 2011; Mishra & The Deep-Play Research Group, 2012; Mishra, Henriksen, & The Deep-Play Research Group, 2012). This is a major challenge for most teachers, which has not been addressed in depth by many teacher education programs or professional development opportunities (De Souza Fleith, 2000).

This special issue explores the related issues of creativity and technology in the context of teaching and teacher education. We welcome articles that provide different perspectives on the role of technology and creativity in all aspects of teacher education and teacher professional development. This issue will highlight empirical articles though interesting theory and practice-based articles will be considered as well.

Tentative Timeline

Deadline/Date Range	Task
December 1, 2013	Submit a 500 words (not counting references) abstract, providing a brief description of the context, the design of the study (or practice being described) and the conclusions. Theory articles

	may of course follow a structure that better fits their purpose.
June 30, 2014	Deadline for paper submission
August 31, 2014	Authors will be notified and sent feedback as well as a timeline for final submission (based on blind review) and input from guest editors.
September 30, 2014	Final drafts of papers due
October 1 – October 31, 2014	Guest editors ready papers prior to submitting them for copyediting and proofing
November 1 – November 30, 2014	Accepted authors review proofs
December 2014	Final preparations for publication

Submission Guidelines

The submission guidelines can be found at the following link:
http://www.aace.org/publish/?fuseaction=Authors.BeginSubmission
Papers will be reviewed on a double-blind review basis. Contributors may also be requested to serve as reviewers for this project.

Authors are encouraged to contact the guest editors prior to submission to ensure the appropriateness of their work for this particular venue, and ***submissions should be sent electronically (via Word document) to***:

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