

## **Creative Provocations: Speculations on the Future of Creativity, Technology & Learning**

*Book Editors*

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### **Overview and Purpose of the Work:**

This book explores the complex, yet critical, relationship between technology and creativity in the context of learning. Chapters in this volume, by some of the foremost thinkers and researchers in these areas, will consider the impact of current and future technologies on creativity, teaching and learning.

Learners across various contexts are influenced by accelerating changes in technology, demography and our physical and social environments. These transformations across multiple dimensions of human experience shape people's lives in ways that are as profound as they are unpredictable.

We live in a time of exponential technological transformation—from artificial intelligence to quantum computing, or human migration to climate change, or from the internet of things to bioengineering—changes in our world are dramatic. This is quickly reshaping how we live, function within, and makes sense of the world. Content and knowledge can be shared, discovered, and created more readily than ever. How we view the sharing of ideas, art, culture, disciplinary knowledge and other forms of content is also changing. Creativity and imagination are essential for problem solving, success and wellbeing, which becomes ever more important in our rapidly shifting societal landscape. Yet the relationship between creativity and technology is not uniform or obvious—and there are diverse arguments about the nature of this relationship.

Technologies have the power to enhance and expand creative work, by helping us see, do, make, create and think in new ways. However, this is not an automatic effect and there is also potential for technologies to constrain, endanger, or alter human impulses, processes, or practices in ways that could be detrimental to creativity or even to human lives. In between the good, the bad, the unimagined, or unintended consequences, there are many different issues, topics, arguments, and points that may help people consider the potential and possible futures.

Given this relationship between creativity and technology—and the importance of creativity as a capacity that is grounded in thinking and learning—it makes sense to explore this relationship and intersection of ideas. How people think, learn, grow and act creatively is deeply connected to how they experience learning.

We define learning settings broadly—as any context within which teaching and/or learning happen. This may be formal settings (e.g. K12 schools, colleges or universities) or informal contexts (e.g. learning from games, after-school or individualized learning contexts). Learning may happen in specific disciplines or have a broader focus. It may be fully technologically mediated, blended/hybrid in nature. Or it may be neither. Yet the nature of technologies (whether digital or analog) and the affordances of tools, can transform how creativity emerges.

*Rapid changes in our world suggest that the best way to understand the future is through grounded imagination—combining expertise with thoughtful speculation. Thus, we seek chapters or speculative essays that bring new perspectives on this rapidly evolving future—exploring issues, paradoxes, tensions, and points of interest around creativity and technology, relevant to learning.*

Our goal in this book is to bring together some of the best minds in the field to explore, speculate and provoke. We have hand-selected and invited authors with expertise across disciplines to consider, analyze, imagine and speculate on these topics in ways that might inform any aspect of learning. We invite authors to write chapters that explore key provocations and questions—to engage critical thinking, discuss a position, argue a concern, or speculate on potential. We encourage authors to build on their expertise to imagine and highlight the complexities and paradoxes of issues they focus on. Authors may explore perspectives that are definitive or nuanced. But they should still aim to put a “stake in the ground” about their perspective. Possible provocations (to explore one, or more, of) might include, **but are not limited to**, those listed below.

- *How do current trends in technology support or impede the expansion of creativity in educational settings?*
- *How do current trends in technology constrain creative development individually, or more broadly in society?*
- *What excites you about the possibilities of new technologies for creativity in terms of how people think and learn?*
- *What concerns you most about technological trajectories with regard to creativity in any kind of learning settings?*
- *What are some of the more concerning ethical issues of technology in education that relate to creativity?*
- *What should designers of new technologies consider to develop tools that allow people to explore, create and share?*
- *How does social media or the immediacy of technology alter the ways that people think or work creatively, in ways that we should consider for learning?*
- *How might technologies allow for creativity in thinking or learning in ways that wouldn't be possible otherwise?*
- *What are some creative skills or habits of mind that may be lost via immersion in new technologies and that we must consider with respect to learning?*

Most chapters in this book should be approximately 6000 - 6500 words (including references), but we have some flexibility in this regard for those who wish to do shorter or longer chapters.

We sincerely hope you will accept this invitation. To do so, please send a proposed title and 100 word abstract to the editors (contact information below) by March 9, 2020. With this, we can include your chapter in our table of contents, and plan out the thematic flow of the book. This title/abstract is only tentative, as we understand you may need to make changes along the way. Also, please feel free to include any co-authors (if you wish).

The projected timeline as it stands is:

- March 9, 2020 — Tentative title and 100 word abstract to editors
- January 31, 2021 — First draft of chapter manuscripts due to editors
- March 31, 2021 — Editorial comments/feedback returned to authors
- May 31, 2021 — Final versions/revisions due to editors
- Summer/Fall 2021 — Proofing and final publication process with Springer

We hope that you will accept our invitation and contribute to the broader educational conversation around creativity, technology and learning. Please let us know if you have any questions.

Warmest and best wishes,  
Danah and Punya

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