



InSEA European Regional Congress: TALES OF ART AND CURIOSITY: CANTERBURY 2013

Location:

Canterbury Christ Church
University,
Canterbury Campus, England.

**Monday 24 - Wednesday
26 June 2013**

Announcement and call for abstracts

The European Regional Congress presents an opportunity for all visual art practitioners, academics including teachers and teacher trainers along with researchers and others working in the field to share their stories, expertise and research. Through this congress exchange, discussions, collaborations and learning together will be facilitated.

The exchange of ideas will ultimately inspire and enhance our investment in art education today in many ways. The Congress will also provide company for those who need encouragement and opportunities to reflect on political, professional or creative processes. The main purpose of the conference is to serve as a meeting forum for people who are involved in art education at the core of their academic or practice work.

We invite contributors to use a variety of forms to communicate their ideas through presentations, workshops, posters and panel discussions in the themes set out below.

The Congress will explore the following themes:

1. Identities of creative educators and practitioners
2. Art and well-being
3. Engaging learning in and through art education
4. Supporting each other: networks and advocacy
5. Policy, education and art
6. Research and sharing knowledge
7. Innovative and new opportunities

In our Congress, we aim to create space for dialogue about and the exploration of art. Those researching the potential of art within educational settings can meet with practitioners engaged in developing process and application in which to create visual art. Together they can communicate powerful tales of lives and creativity.

As in previous congresses, we recognise that there are no distinct boundaries between these themes and there are issues that may be discussed under more than one theme. However, contributors, when making their submissions, are encouraged to indicate the one theme that best matches their submission. They are also encouraged to choose within the theme, one or more topics that best describes their contribution.



Congress themes

1. Identities of creative educators and practitioners

Exactly who are the individuals who are undertaking, developing or promoting art education activities? A growing body of research suggests the importance of the individual in the creative process. Evidence might be presented in narrative or autobiographical forms as well as more 'traditional scientific' forms of enquiry. Contributors may be able to provide examples or insights into the values, beliefs and practices of the creative community – whether in statutory or community settings. The following might be helpful aspects to consider:

- 1.1 Individual identity and intercultural understanding
- 1.2 Art educators: who they are and what is known about them
- 1.3 Exploring personal narratives
- 1.4 Leadership or managerialism in art education?
- 1.5 Professional art working or teaching?
- 1.6 Attitudes and attributes

2. Art and well-being

It has long been recognised the role art plays in enhancing well-being and cultural understanding. People benefit from being in a supportive environment enhanced by art and design, as well as from active engagement in self expressive creative commentaries. Art helps develop a sense of self as an individual and as a member of differing societies: how is this recognised (or celebrated)?

- 2.1 Art in communities' cultural development and capacity building
- 2.2 Art practice as therapy
- 2.3 Promotion of cultural understanding through art education
- 2.4 Creative collaborations and partnerships in art education
- 2.5 Communities and aspects of well-being
- 2.6 Rationales

3. Engaging learning in and through art education

This theme will explore how learning through art education in contemporary society appears to cross a number of boundaries, both within formal education as well as wider social communities. Contributors are invited to present their research regarding the way art engages the learner and the facilitator. The following topics are examples possible issues that could be addressed.

- 3.1 Visual culture education pedagogy
- 3.2 Visual arts and audiences in education: pre-school, primary, secondary, further or higher education levels
- 3.3 The role(s) of the learner and the teacher
- 3.4 Evidence from inside the classroom
- 3.5 Art and heritage
- 3.5 Museum and gallery education

4. Supporting each other: networks and advocacy

In the current climate practitioners may share a range of values, perspectives on the benefits, challenges and developments around art education in its widest form. How do we walk the path of art education for the 21st century? Are there models of support from which we can learn? What kinds of tools do we use to articulate the importance of art education?

- 4.1 Celebrating success
- 4.2 New technologies and art education
- 4.3 Reaching new audiences
- 4.4 Continuing professional development
- 4.5 Strengthening teachers and also the subject
- 4.6 Additional challenges



Congress themes

5. Policy, education and art

Some would argue that art education is frequently weakened by poorly constructed policy. What does political rhetoric suggest should be expected in education – and how are art educators to respond to this? How do the values enshrined in advice/guidance or legislation actually affect the behaviours and learning in art classrooms? Are there lessons to be learnt from one society to another?

- 5.1 Political agendas: curriculum, experience or results?
- 5.2 Art in the curriculum
- 5.3 Art out of the curriculum
- 5.4 Analyses of ideology and progress
- 5.5 Policies and implementation processes
- 5.6 Measuring success

6. Research and sharing knowledge

Sometimes the would-be art education researcher has to read very carefully through published research to locate insights and apply learning to other settings. This theme provides a good opportunity for contributors at the Congress to present their own research and excite their audiences with new developments and prospects. The ability to learn together is a major aspect of this theme.

- 6.1 Art based methodologies
- 6.2 Insights and reflections
- 6.3 Learning from each other
- 6.4 Practices and disseminations
- 6.5 Collaborations and shared opportunities
- 6.6 Publishing in art education

7. Innovative and new opportunities

New competences involve an increasing need for more information and communication technologies, embedded and integrated along with the pedagogies and processes in an increasingly uncertain world. What is the place of art in these circumstances? Through this theme contributors are invited to present on issues relating to the following possible topics:

- 7.1 Virtual and technological opportunities
- 7.2 Materials and techniques
- 7.3 Pedagogies and processes
- 7.4 Global possibilities
- 7.5 Towards a vibrant future
- 7.6 Nurturing small ideas



Submitting abstracts

Guidelines for submission of abstracts for the InSEA Congress 2013

All paper abstracts should be submitted through the Easy chair system.
Please use this link to register your papers and submit abstracts:

<https://www.easychair.org/conferences/?conf=insea2013>

Abstracts must include a title and keywords, the author/s name/s, affiliation or institution.

- The language of this InSEA European Regional Congress is English
- Abstracts should be submitted through Easy chair by **21 March 2013** (although late submissions might be considered if the programme still allows)
- All abstracts will be blind reviewed by committee
- Acceptance will be confirmed no later than **31 March 2013**
- Final (amended) versions of Abstracts **MUST** be submitted through Easy chair no later than **26 April 2013**
- Presenters must have confirmed their booking by 26 April, requesting at this time any specialist requirements for their presentation, discussion panel or practical workshop

Please note that conference registration costs will rise after 1 April. Further details are available on the booking page.



Keynote speakers

There will be a series of keynotes from both International and nationally renowned colleagues. More information on these will appear as available.

Those confirmed so far include:

- **JONATHAN BARNES**
A strong advocate for the arts in education. His book '*Cross-Curricular Learning 3-14*' and his current research on the arts and well-being are greatly influential.
- **KAREN ESLEA**
Head of Learning at the Turner Contemporary gallery, Margate. She has curated a number of exciting exhibitions including '*Nothing in the World but Youth*'.
- **RICHARD HICKMAN**
Renowned author and InSEA member. His many books include '*Why We Make Art: And Why it is Taught*' and '*Art Education 11-18: Meaning, Purpose and Direction*'.
- **IAN MIDDLETON**
Her Majesty's Inspector of Schools (UK) National Adviser for Art, Craft and Design



Booking information

The Congress delegate fees (in GBP - not Euros) are:

	Early bird (until 31 March)	After 1 April
Full members (of InSEA, NSEAD or KAT)*	£250	£300
Others (not members of InSEA, NSEAD or KAT)	£320	£370
Doctoral students*	£175	£225
Accompanying	£150	£170
Day rate (Tuesday 25 - only for local teachers)	£90	£95

*Further evidence of status will be required to claim these rates.

No accommodation is included in these costs: delegates will need to make their own bookings directly (see suggestions in the 'Accommodation and visitor information').

Additionally a limited number of bursary funded places are available for undergraduate students*. To express interest in one of these please email Claire Hewlett claire.hewlett@canterbury.ac.uk

Please note: If you are an overseas delegate you will need to reclaim VAT back in your own country: VAT Reg: 347 0691 47

[Online booking coming soon »](#)

The Beautiful City of Canterbury

Use the links below for more online information:

[How to find us »](#)

[Accommodation and visitor information »](#)