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Creativity and School Functioning

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Deadline for manuscript submissions:

closed (31 March 2021)

Message from the Guest Editors

We are going to provide a research-based summary of the current state of the art regarding the links between creativity and school functioning. We invite scholars who explore the relationships between creative abilities and school (academic) achievements, with a special focus on learning in general and creative learning in particular. We welcome works that study overlooked benefits of creative thinking, like the role of creativity in dealing with biases or prejudices in school and society. Finally, we are open to empirical and conceptual works that demonstrate how students' creativity may help them deal with current challenges in and out of school, including the recent Covid-19 pandemic. We particularly welcome works that go beyond a correlational design, for example, experimental and interventional investigations that show how creativity enriches learning or longitudinal works that show how creativity and learning co-develop. Reports on new instruments measuring creative learning or teaching as well as historiometric studies that show how eminent creators functioned in school fit well into this Special Issue's scope.









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Editor-in-Chief

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Message from the Editor-in-Chief

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