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DESCRIPTION

This leading international journal, launched in 2006, uniquely identifies and details critical issues in the future of learning and teaching of creativity, as well as innovations in teaching for thinking. As a peer-reviewed forum for interdisciplinary researchers and communities of researcher-practitioner-educators, the journal welcomes papers that represent a variety of theoretical perspectives. In particular, the journal is interested in papers that advance new and existing methodological approaches, and are innovative works on the theories, practices and possibilities of creativity and thinking skills research. Papers may relate to any age level and any settings: formal and informal, education and work-based as long as they connect to the learning and teaching, facilitation and/or practice teaching for thinking and/or creativity.

While there is no universal agreement about the dimensions of thinking skills and creativity or their themes, debates and terms, we welcome methodological advancements and critiques that progress current thinking and stimulate developments about the naming and framing of boundaries and related fields of knowledge.

The journal particularly welcomes several types of research article:

- **Empirical studies** which address critical issues in the future of learning and teaching, facilitation and practice, directly relevant to advancing thinking skills relevant to the enquiry and advancement of creativity;
- **Critical reports** of research practices and innovation in identifying major debates in advancing thinking skills and creativity;
- **Synthetic reviews**; New departures in **methodological, theoretical and conceptual case studies**.

Submissions to the journal are judged on the engagement of research and scholarship designed to advance creativity and thinking skills research. The major criteria for acceptance of a research article will be its relevance, its importance and its contribution to the field of teaching for thinking and creativity, and its persuasive, analytical and critical quality.

AUDIENCE

Those who conduct research on the teaching of thinking skills or teaching for creativity.
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INTRODUCTION

Thinking Skills and Creativity is a journal providing a peer-reviewed forum for communication and debate for the community of researchers interested in teaching for thinking and creativity. Papers may represent a variety of theoretical perspectives and methodological approaches and may relate to any age level in a diversity of settings: formal and informal, education and work-based.

Types of Paper
The journal particularly welcomes several types of research article:

- studies of teaching and learning processes directly relevant to teaching thinking and fostering creativity;
- reports of research evaluating the efficacy of programmes, approaches, and innovations in teaching for thinking and creativity;
- synthetic review articles, and
- critical theoretical and methodological studies.

The major criteria for the acceptance of a research article will be its relevance, its importance to the field of teaching for thinking and creativity, and its analytical quality.

The journal will also publish 'Research Notes': short reports of interesting or important research being carried out in the field.

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