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.

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INTRODUCTION

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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;
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• 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.

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