

CALL FOR SUBMISSIONS

A Special-Themed Issue of *Art Education*

Centering Decolonizing, Indigenous, Land-Based Pedagogy, and Curriculum

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How can art educators contribute to creating more sustainable and regenerative forms of human–place/land/environment relations by centering decolonizing and Indigenous philosophies? As with other aspects of our lives, colonial ideologies broadly impact our sense of place and relationship to the environment. Especially in settler colonial societies, places are continuously made, developed, and narrativized for the profits and power of non-Indigenous and settler majorities. Under this condition, decolonizing and reindigenizing inquiries should commence with collective reflections on our relationship to the land and place where our works take place.

This special issue of *Art Education* seeks to establish an art educational space where art educators, artists, scholars, and community organizers can center decolonial, Indigenous philosophies and practices around place-making and eco-based art education. This encompasses, but is not limited to, a meaningful connection and conscious awareness of historical and geographical specificities of Indigenous struggles and knowledge, critical examination of non-Indigenous inhabitation of unceded land, and ethical relationship-making with the Indigenous land and people of today. The special issue will address questions such as: How can these thoughts be translated into practical strategies for decolonizing place-making in art (educational) practice, pedagogies, and curriculum? How does Indigenous-centered land-based relation and knowledge foster art practice in the classroom? How does land-based thinking provide art teaching for a sustainable connection to place/land/nature/environment?

We invite manuscripts that address the following topics:

- Decolonizing art and place justice
- Reindigenizing place-based art education
- Settler colonial critique on place and art practice
- Decolonizing pedagogical approach to land-based art and media making
- Indigenous land-based art and its pedagogical approach
- Indigenous knowledge-centered art educational approach
- Indigenous spatial and temporal knowledge and museum practice
- Indigenous knowledge to cultivate social and environmental transformative art pedagogy
- Fostering a relational approach to art through decolonization
- Decolonizing sense-making and art for aesthetic educational approach
- Ethical relation building with Indigenous communities through art
- Decolonizing art criticism to (un)learning of place
- Environmental approaches through decolonial art
- Decolonizing archives and museum educational praxis
- Rethinking sustainability through decolonizing Indigenous-centered art
- Understanding and imagining Indigenous futurity through Indigenous art
- Critique on bio-politics of settler colonialism in connection to decolonizing ecological art for art educational approach
- Decolonization in connection to Black Indigeneity, transnational, feminist, and queer orientations to cultivate art educational practice in K–12 art and museum contexts
- Community art practice centering Indigenous philosophies

HOW TO SUBMIT:

All submissions for this special issue should follow the established submission guidelines for *Art Education* as listed on the Taylor & Francis website.

[CLICK HERE TO VIEW
SUBMISSION INSTRUCTIONS](#)

WORD COUNT:

Approximately 2,500–3,000 words, including references.

Please send specific questions to:
arteducationjournal@gmail.com

All submissions will undergo anonymous peer review in accordance with journal policies.