



# Visual Inquiry: Learning & Teaching Art

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The mission of *Visual Inquiry: Learning & Teaching Art* is to provide a forum for engaging the complex, rich and multi-faceted process of learning and teaching art. The journal highlights the process of creating art, teaching as an art form, engaging art submissions, scholarship in teaching artistry, and the rich traditions of art making and teaching. The call for papers is open to anyone concerned with issues related to learning and teaching art.

The journal seeks a serious yet experimental approach to publication that values the myriad of visual art processes in contemporary culture. Readable to the outsider yet encouraging and challenging to the experienced artist-teacher, the journal will fill a niche in art and art education with a breadth and enthusiasm missing in contemporary art and art education journals.

Full articles should be between 3000 to 5000 words long. Interviews and artwork (art and text) are expected to be between 1000 and 3000 words and do not have to be extensively referenced. Reviews of exhibitions, books, art education experiences, and conferences are to be up to 1000 words and should include a brief description of the event/text.

Correspondence should be directed to the editor, G. James Daichendt at [gdaichendt@apu.edu](mailto:gdaichendt@apu.edu)

## Principal Editor

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