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This journal invites a readership comprised of secondary and tertiary level teachers, artists and designers, and publishes the outcome of academic research from these sources. The articles presented here are the outcome of arts-based research and offer new forms of interpretation resulting from participant observation, various interview techniques (with associated data analysis), interdisciplinary and cross-disciplinary collaboration, involving the visual and performing arts, and educational communication and innovations in digital technologies. Inspiration is apparent from various historical examples, including models provided by the Bauhaus and Black Mountain College. Concerns in this issues include: empowering the perception of children and students; non-academic perspectives on art education; creativity among school-age children; enhancing the creative experience through interdisciplinary perspectives; relationships between narratives and photography; analysis of the work of Tracey Moffatt; evaluation of the teaching/learning processes in the artistic context; the role of ICT in teaching performance. All in all, the articles offered engage fully with art and design education in the modern digital age.

