

**Call for Submissions, Special Issue of *Critical Pedagogical Inquiry*  
Creating a Canvas: Blending Visual Arts and Storytelling into the Curriculum Pallet**

**Guest Editor:** Kathleen C. Sitter (Memorial University)

The purpose of this special issue is to bring together a collection of articles that consider the role of visual arts – as a process of engagement, a form of representation, and a means of valuing different ways in which we come to know and experience the world – in adult education.

This special issue is inspired by Heron's (1981) theory of extended epistemology. Extended epistemology refers to four interdependent ways of knowing and experiencing the world: 1) experiential knowing (knowing through a direct encounter with a person, place or thing), 2) presentational knowing (knowing through creative expression such as storytelling, pictures, and dance), 3) propositional knowing (draws on concepts, ideas, and formal statements), and 4) practical knowing (demonstrated in skills and competence; knowing in action). Heron's interdependent ways of knowing challenges the predominance of propositional knowing as the only approach to learning. It also provides a conceptual framework to integrate different and creative methods to engage diverse learners.

Proposals are invited that will explore the learning environments that draw on visual arts to stimulate critical thinking and personal reflection, and demonstrate knowledge through action.

Potential authors who are interested in contributing to this CPI Special Issue, please submit a proposal in either a single Word or PDF file to Dr. Kathleen Sitter at [ksitter@mun.ca](mailto:ksitter@mun.ca) by **February 15, 2017**.

**Your proposal should include:**

- A) a title (up to 150 characters)
- B) an abstract (100-150 words)
- C) a description of the paper and/or visual piece (400 words)