

# Technologies for teaching, learning and assessment in the creative disciplines

**Editors:** Evan Dickerson (Guildhall School of Music & Drama), Dr Miriam Iorwerth (Royal Conservatoire of Scotland)

## Call for book chapters

Technological developments have always had a huge impact on the arts: in the tools that artists use for their creative work, and how audiences access this work. Technology has also impacted on teaching and learning, in the way that students access learning, collaborate with one another and their teachers, and evidence this through assessment. Recent developments, such as the sudden availability and accessibility of generative AI, has the potential to disrupt established methods of working, both in the creative disciplines themselves, and in the learning and teaching of these disciplines. Equally, artists and educators can be resistant to change, for several reasons, including time pressures, lack of digital literacies, and perceived negative impacts of technology.

We are calling for original chapters on the practical applications of technology for teaching, learning and assessment in the creative disciplines in Higher Education, across the following four broad themes:

- Technology-enabled creative institutions and what makes them distinctive in contemporary higher education
- Case studies of practice – how technologies are being used to address the needs of teaching, learning and assessment within creative disciplines
- AI – strengths, weaknesses, opportunities and threats
- Imagined futures and potentials for technologies in relation to higher education teaching, learning and assessment

We may also consider shorter case studies that fit within these themes.

We welcome proposals from across a wide range of creative disciplines, such as:

- music composition and practical musicianship of all genres
- performance, musical theatre, dance, drama and acting (stage and screen)
- production arts (directing, design and production, sound, lighting, costume, stage technology, etc.)
- fine art (painting, sculpture, photography, mixed media, installations, etc.)
- community and socially engaged arts
- artistic leadership
- teaching and learning in the arts and the contribution of artist educators

We would like to ensure representation across artforms and geographical regions. A tentative conversation has been had with Routledge, and subject to the response to this call for chapters they are interested in this proposal.

## Potential audience for the book

Academics involved in teaching one or more of the creative disciplines listed above, pedagogic researchers, Heads of Learning and Teaching, learning technologists and Heads of eLearning, academic/educational developers, IT department staff, institutional senior management teams.

## Submission guidelines

Please submit your proposal by 5<sup>th</sup> May 2026 using the following form: [Technologies for teaching, learning and assessment in the creative disciplines – Fill in form](#)

All submissions should include consideration of how the approaches outlined are inclusive and accessible.

We aim to send notifications of acceptance by 1<sup>st</sup> June 2026. The first draft of accepted manuscripts (around 5000 words for full chapters, and case studies up to 2500 words) will be due by 1<sup>st</sup> December 2026. Please note that publication is not guaranteed. All full submissions will undergo rigorous editorial and peer review.