Swarm Intelligence and Collaboration
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A common assumption in education is that intelligence or creativity is an individual capacity. When we say things such as “that student is smart” we assume that creative intelligence is a cognitive capacity that certain students have that others do not. In this way, intelligence is perceived as internal and singular. With the recent notion of swarm intelligence drawn from the biological sciences, systems theory, complexity theory, as well as philosophers such as Gilles Deleuze, Michael Hardt and Antonio Negri, we can begin to see how intelligence and creativity are deeply social and relational—embedded as the byproducts of our collective actions and communal behaviors as social animals. In this special issue of Art Education, we wish to explore the implications of swarm intelligence for art education classrooms, arts partnerships, and beyond. What would it mean for art & design educators to start from a working assumption that creative intelligence and behavior is not primarily an internal and individualized capacity so much as an emergent collective practice? What if all of humanity’s greatest creative achievements are essentially systemic—creative activities featuring decentralized control, distributed problem-solving, and multiple interactions between agents, not only serving as the stuff cultures are made of, but also as the DNA of our individual imaginations? What if educators made it our primary focus to improvise the kinds of collaborative activities that foster individual student achievement, rather than ever standardizing our pedagogical processes and homogenizing our learning outcomes for mediocre results at best? And in turn, can art and design education bring something new to bear on how the creativity of the swarm or the social network is conceptualized across disciplines?

Authors may wish to respond to one of the questions listed above, or to one of the topics listed below as it relates to either the topic of Swarm Intelligence or Collaboration:

- Self-Organized and Self-Initiated Learning
- A Diversity of Knowledge Sustained
- Indirect Collaboration for Collective Achievement
- Collaborative Leadership
- Swarm Intelligence = Creative Activity = Creativity = Culture
- Biomimicry by Design, Adaptive Mimicking by Nature
- Democratic Global Society and the Arts
- Patterns for Life

Dr. James Haywood Rolling, Jr., Editor of Art Education, the Journal of The National Art Education Association, invites manuscripts that address the topic of “Swarm Intelligence” or “Collaboration.” Prospective authors should specify both in their cover letter and in the subject line of their email submission that their manuscript is intended for the Swarm Intelligence and Collaboration special issue. All manuscript drafts should be submitted to arteducationjournal@gmail.com, following the established submission guidelines outlined at http://www.arteducators.org/research/art-education and at http://www.tandfonline.com/uare.

**Deadline for submission: January 31, 2016**

**References**


