Creative educational experiences (CEE) refer to a broad range of learning experiences, which include supporting young people in identifying and solving complex problems and issues that matter to them, their communities, and beyond. The kinds of problems, issues, and challenges that young people encounter in CEE differ from the kinds of routine tasks and problems that students typically face in school because there are often no clear-cut solutions or pathways for attaining those solutions. Historically, CEE have been positioned in narrowly segmented and privileged curricular and extra-curricular programs and activities. These programs and activities are limited to a tiny fraction of students.

The historical inequities in CEE are manifold. They pertain to who typically has access to creative educational curricula (i.e., students who can leverage their power, privilege, and social networks to access and be selected to participate in CEE), what kinds of experiences are typically offered to those students (i.e., experiences aimed at enhancing student voice and agency versus prototypical school experiences aimed at conformity and compliance); where those experiences typically are located (i.e., privileged and scarce spaces of gifted and selective education programs); when those experiences typically occur (i.e., outside of the “mainstream” curricular experience, afterschool, pull-out programs, weekends, summertime); and why only “select” students receive CEE (i.e., longstanding social and educational inequities in power, privilege, access, and selection; inequities in educator and administrator preparation and experiences with CEE; and deficit paradigms influencing CEE selection and access policies and practices).

Democratizing CEE involves ensuring that all students have opportunities to develop their capacity and confidence to successfully navigate uncertainty and productively respond to the challenges, problems, and issues of a changing world. Democratizing CEE thereby requires rethinking and reimagining the nature, spaces, and opportunities of CEE, including recognizing that students and teachers always and already have the potential to think and act creatively (rather than viewing creativity as a hidden “gift” of particular students that needs to be “identified” and nurtured). This also includes ensuring that CEE-learning experiences and opportunities are infused throughout the everyday curriculum and introduced in professional development for practicing teachers and teacher preparation programs for prospective teachers. Given that CEE experiences are transdisciplinary, they can be incorporated into everyday curricular experiences by making small changes to existing practices and through partnerships with existing home and community-based assets.

Creativity thrives in difference, not sameness. We therefore seek contributions that provide provocative, fresh, and different perspectives—representing diverse conceptual, theoretical, methodological, and research traditions aimed at exploring and describing CEE programs and research initiatives across varied sociocultural contexts and settings. We are particularly interested in new and different voices who can illuminate and interrogate the promises, challenges, and potential pitfalls of CEE experiences in and across diverse K-12 and higher education settings. This includes contributions from international, multidisciplinary, and research and practitioner teams in formal and informal education settings.
The editors will review proposals and invite authors to prepare manuscripts based on the overall objectives of the volume and the promise of each proposed work. Proposals are due November 1, 2020. The authors invited to submit manuscripts will be notified by January 1, 2021 and will be expected to submit final manuscripts for peer review no later than May 15, 2021, to allow for publication at the beginning of the 2022 year.

Proposals for manuscript submissions should not exceed 1,000 words and should be submitted to https://mc.manuscriptcentral.com/rre. Proposals must be blinded and not include any information that reveals the identity of the authors. All inquiries should be submitted to RREeditor@aera.net. Final manuscripts for RRE articles may not exceed 10,000 words (excluding references and figures). Authors will also be expected to include in the AERA-RRE repository a detailed description of the methods and procedures used for their literature searches and a description of the relevant literature that forms the basis for the analysis in the article.

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