Art Education and Disability Studies

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Abstract

This article explores the field of Art Education as a valuable contributor to Disability Studies. Art Education has longstanding ties to disability research and pedagogy, and recent advancements in Art Education as well as Disability Studies closely align the two fields. Their mutual investment in visual culture studies engenders the possibility for a transdisciplinary space in which disability can be explored in new pedagogical ways to yield unique artifacts. Through several Art Education perspectives, I propose strategies for interjecting meaningful art activities into post-secondary, humanities-based Disability Studies curricula.

Keywords

art, Art Education, visual culture, disability, Disability Studies, transdisciplinary

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education, disability studies in education, inclusive education and teacher, education and professional learning, and qualitative and emancipatory research. Methodologies. DSE rejects the dominant medical model of disability which purports that people are disabled purely by their impairments (or bodily defects), therefore requiring primarily individual medical intervention to address their disabilities (Connor, et al., 2008; Connor & Gabel, 2013). As a field of inquiry, disability studies in education stands at the broad intersection of disability studies and educational studies. This book introduces graduate students, educational researchers, and teacher educators to the range of scholarly inquiry emerging from this exciting new field. Susan L. Gabel pulls together a sampling of the vast array of available scholarship that includes readings that intersect curriculum theory, critical policy analysis, personal narrative, and much more. Although disability studies in education has only recently been recognized as a field of inquiry with a