



Art and Design Education for Equity and Inclusion

Guest Editor:

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Deadline for manuscript
submissions:
closed (20 March 2023)

Message from the Guest Editor

While art and design education at the K-12 levels has been interrogating its curriculum and pedagogical approaches for several decades, encompassing varied and evolving perspectives (e.g., the Getty Center's *Celebrating Pluralism* (1996); Olivia Gude's "Postmodern principles" (2004); social justice and art education (Dewhurst, 2014)), how have critical reflection, interrogation, and productive change occurred in postsecondary art and design education? How have art and design educators from around the world sought to develop equitable curriculum and inclusive pedagogical approaches in higher education? What are the leading conceptual frameworks, and, importantly, what are the evidence-based outcomes we can identify?

This Special Issue welcomes articles taking up these questions (and the myriad possible questions not articulated here) through theoretical papers exploring promising conceptual frameworks, literature reviews and meta-analyses, program evaluations, and empirical studies employing qualitative, quantitative, arts-based methodologies, or mixed methods.





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Message from the Editor-in-Chief

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