

Special Issue

Art and Design Education for Equity and Inclusion

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.

Guest Editor

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Deadline for manuscript submissions

closed (20 March 2023)



Education Sciences

an Open Access Journal
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Impact Factor 2.6
CiteScore 5.5



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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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