

## **CLASSROOMS FOR INCLUSIVITY EMERGING VOICES IN ART EDUCATION PRESERVICE EDUCATORS**

***Ann Carlisle Teaching, Learning and Leadership, UW-Stout***

This study explores the creation of an inclusive and equity-minded classroom of “awake-ness.” “Without the ability to think about yourself, to reflect on your life, there’s really no awareness, no consciousness (Cruickshank, 2008, p. 1). While researching the lived experiences of preservice art education students prior to student teaching, I seek to understand how future teachers “perceive” themselves becoming and purposely preparing to create their own inclusive classrooms. This research is also intended to illuminate best practices in an inclusive art education higher education classroom that promotes critical thinking and inquiry for preservice teachers. Through pre-surveys, individual pre/post interviews, and journal reflections I hope to glean information on how future teachers develop their own identities, actuate agency, and impact social change within their future classrooms and communities in which they “live consciously awake.”

