

13 - Learning/Teaching - About/With - Invisible Illnesses

Format: An interactive assembly where speakers are provided with space to present their contributions in different formats, for example: workshop, presentation, lecture, performance, screening, or exhibition. This is a space where theory, activism, and art are simultaneously present, depending on the selected contributions.

Content: Disability studies is an up and coming field of (practical) research and art projects that concerns the awareness of and research about physical/mental illnesses. Over the last 30 years (non-)academic and (in)formal educational spaces have worked towards awareness raising and visibility of disability studies and disabled people. Nowadays, many spaces of education have improved their accessibility for disabled people by for example creating wheelchair pathways and toilets, providing large print books, and funding braille terminals. For people with invisible disabilities – disabilities that are often considered to be less measurable – a growing number of educational spaces in Europe are also trying to improve their accessibility by for example providing an in-school remedial teacher or a psychologist. Invisible illnesses like, but not limited to, mental health issues, fibromyalgia, lupus, chronic fatigue syndrome, migraines, attention deficit disorders, and arthritis can be of great impact on spaces of education, impacting both learning and teaching.

This interactive assembly will focus on the different aspects that come with invisible illnesses in education, aiming to come to both practical and theoretical ideas about the process of destigmatization of invisible illnesses. What does it mean to learn/teach about/with invisible illnesses? How is this done in Europe and beyond? What is the role of education in the destigmatization of invisible illnesses?

Invited contributions: We welcome contributions by (aspiring) artists, students, teachers and activists who are interested in sharing their experiences, thoughts and/or research concerning the teaching/learning about/with invisible illnesses. We would like to receive audio/visual/written contributions (length: approx. 500 words or 2 minutes) and a cv. We select based on ideas, not based on gender, race, abilities, religion, looks or sexuality. Although other approaches of learning/teaching about/with invisible illnesses are also welcomed, we especially invite contributions that deal with the following questions.

- What does it mean to teach/learn about/with invisible illnesses?
- How are invisible illnesses conceptualized? What does this say about approaching invisible illnesses?
- How are invisible illnesses recognized and encountered in learning and teaching spaces?
- What is the role of experiential learning/teaching in relation to invisible illnesses? Whose experiences are valued?
- How can different educations help in the destigmatization of invisible illnesses?
- How can the field of disability studies be translated into spaces of education? What is there to be learned from disability studies, specifically for invisible illnesses? How are educational models from disability studies useful for invisible disabilities?

Contact about content: Nienke Hart, hartnienke@gmail.com
Kimmy Pletting, kpletting@icloud.com