

**Educación artística como espacio de construcción para la diversidad de género: un
modelo pedagógico inclusivo**

Arts education as a space for gender diversity construction: an inclusive pedagogical model

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Abstract

The construction of a more just and egalitarian society requires a paradigmatic change in education, especially with regard to gender diversity. The emerging pedagogical model in this area moves away from the traditional binary vision, recognizing gender as a fluid and multidimensional social construction. This model is based on principles of inclusion, respect and equity, seeking the deconstruction of stereotypes and rigid gender roles that limit the comprehensive development of students. Transversalism is key, permeating all areas of the curriculum with content that promotes empathy, critical thinking and the appreciation of diversity. This approach implies a methodological transformation, where dialogue, experience and the active participation of the student body are protagonists. Teacher training in socio-emotional competencies and the application of inclusive teaching strategies is essential for the effective implementation of this model. Ultimately, gender diversity education aspires to the construction of a critical, responsible citizenry committed to equality and social justice.

Keywords: pedagogical model, initial training, artistic education and gender diversity

Resumen

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La construcción de una sociedad más justa e igualitaria exige un cambio paradigmático en la educación, especialmente en lo referente a la diversidad de género. El modelo pedagógico emergente en este ámbito se aleja de la visión binaria tradicional, reconociendo el género como una construcción social fluida y multidimensional. Dicho modelo se fundamenta en principios de inclusión, respeto y equidad, buscando la deconstrucción de estereotipos y roles de género rígidos que limitan el desarrollo integral del alumnado. La transversalidad es clave, permeando todas las áreas del currículo con contenidos que fomenten la empatía, el pensamiento crítico y la valoración de la diversidad. Este enfoque implica una transformación metodológica, donde el diálogo, la experiencia y la participación activa del estudiantado sean protagonistas. La formación docente en competencias socioemocionales y en la aplicación de estrategias didácticas inclusivas es esencial para la implementación efectiva de este modelo. En última instancia, la educación de la diversidad de género aspira a la construcción de una ciudadanía crítica, responsable y comprometida con la igualdad y la justicia social.

Palabras clave: modelo pedagógico, formación inicial, educación artística y diversidad de género

Introduction

Today's society, marked by a growing awareness of human diversity, demands a profound reflection on the role of education in the construction of a critical, tolerant and inclusive citizenship. In this context, the initial training of Art Education graduates acquires a crucial relevance, as these professionals are in charge of guiding new generations in the understanding and respect for diversity in all its expressions, especially in such a powerful and significant field as art.

Approaching arts education from a gender perspective is not simply a matter of incorporating specific content on the subject, but implies a comprehensive rethinking of the pedagogical model, moving towards an education that challenges gender stereotypes, promotes equity and social justice, and fosters the integral development of each individual as a unique and diverse being. This thoughts are shared by Infante et al., (2024), thus, this pedagogical model must be based on a profound theoretical and practical knowledge of gender diversity, understanding that it transcends the traditional binary dichotomy, encompassing a broad spectrum of gender identities and expressions that are constructed through the dynamic interaction between biological, social, historical and cultural factors.

From the earliest stages of education, gender roles and stereotypes are deeply rooted in the collective imagination, permeating educational practices, teaching materials and classroom dynamics. Art, as a tool of expression and human communication par excellence, is presented as a privileged space to challenge these stereotypes and build new narratives that reflect the richness and complexity of gender diversity. It is essential that the future Arts Education graduate be aware of how these stereotypes limit the integral development of his or her students, restricting their possibilities of expression, creation and full participation in society.

To this end, it is necessary to implement pedagogical strategies that allow the dismantling of preconceived ideas about what is considered “masculine” or “feminine” in the artistic field. In this sense, the selection of artistic references plays a fundamental role. A critical approach to the history of art should be encouraged, making visible the work of women artists and artists belonging to sexual and gender diversity who have historically been relegated to the background. In addition, the exploration of diverse artistic expressions that transcend the hegemonic view,

such as performance, installation, digital art, among others, should be encouraged, as they allow breaking with traditional canons and open new possibilities of representation.

Development

Creativity as an Engine for Social Transformation: Towards an Inclusive Arts Education

Estrada et al., (2024) and Velásquez (2024) refer to a pedagogical model of gender diversity education in the formation of the Bachelor of Arts in Art Education, must have as a transversal axis the development of creativity as a tool for social transformation. Creativity, understood as the ability to generate new ideas and solutions, is fundamental to question the established order, break with prejudices and build a more just and egalitarian society.

In this sense, the classroom becomes a space for experimentation, where critical thinking, autonomy, collaborative work and free expression of emotions are encouraged. It is important that future art teachers generate a climate of trust and mutual respect, where each student feels safe to explore his or her own gender identity without fear of being judged or discriminated against. Art thus becomes a universal language that allows connecting with others through empathy and understanding, breaking down barriers and building bridges between different realities and identities.

The implementation of this pedagogical model requires the use of innovative teaching strategies that promote the active participation of students and encourage the collective construction of knowledge. Some proposals are presented below:

- Critical analysis of works of art: The proposal is to analyze works of art from a gender perspective, identifying the roles and stereotypes present in them and reflecting on how they influence our perception of the world.
- Creation of collective artistic projects: It is proposed the realization of artistic projects that address the theme of gender diversity, encouraging collaboration between students of different realities and identities.
- Research and exploration of new artistic expressions: Research and experimentation with new artistic expressions that break with traditional canons and allow exploring gender diversity from a creative and innovative perspective is proposed (Amado 2024).
- Incorporation of ICTs in art education: The use of new information and communication technologies as tools for artistic creation, research, communication and dissemination of projects related to gender diversity is proposed.
- Networking with other institutions: It is proposed to establish collaborative networks with other educational institutions, social organizations and artistic collectives that work on the theme of gender diversity, in order to generate synergies and enrich the training of future teachers.

The initial training of the Bachelor's Degree in Art Education, from a pedagogical model of gender diversity education, is presented as an imperative need in today's society. It is essential that future teachers have the theoretical and practical tools necessary to build inclusive educational spaces, where diversity is valued and respected in all its expressions, aligned to López & Obregón (2024) ideas.

Art, as a tool for social transformation, plays a fundamental role in this process, making it possible to challenge gender stereotypes, promote equal opportunities and foster the integral development of each individual as a unique and unrepeatable being. The construction of a more just and egalitarian society depends to a great extent on education, and in this sense, arts education has a leading role that must be assumed with responsibility and commitment by future professionals in the area.

Having established the importance of an inclusive pedagogical model in the formation of the Bachelor of Arts in Art Education, it is crucial to deepen its construction, detailing didactic strategies, resources and concrete examples that enrich the teaching practice. This model, in constant evolution and adaptation, must be nourished by academic research, classroom experience and constant dialogue with the educational community.

The teacher as an agent of change: Unlearning to build pedagogy of diversity

The transformation of the traditional educational model towards an inclusive one requires a process of personal and professional deconstruction on the part of the teacher. The future Arts Education graduate must critically analyze his or her own beliefs, values and pedagogical practices, identifying and challenging possible gender biases that may be implicit in his or her teaching actions. This process of introspection, which may generate resistance and questioning, is essential to build a conscious, ethical and committed to equality and social justice pedagogical practice.

Teacher training should provide tools to analyze how gender roles and stereotypes are manifested in language, images, didactic materials and classroom interactions. For example, art textbooks can be critically analyzed, identifying whether there is an equitable representation of

women artists and sexual and gender diversity, or whether stereotypes are perpetuated in the representation of characters and themes.

An inclusive curriculum must incorporate gender diversity as a transversal axis, present in all areas of knowledge and in all stages of the educational process. The selection of content, teaching methodology and evaluation must be aligned with the principles of equity, respect and inclusion.

- Incorporating the silenced history: The history of art has systematically made invisible the work of women artists and of sexual and gender diversity. It is essential to recover and make these trajectories visible, incorporating in the curriculum artists such as Frida Kahlo, whose work challenged social conventions and explored themes such as identity and the body from a personal and transgressive perspective; or photographer Zanele Muholi, whose work documents and celebrates the diversity of gender identities within the LGBTQ+ community in South Africa.

- Diversity in artistic techniques and expressions: The curriculum should transcend traditional artistic expressions and incorporate contemporary languages that allow students to explore gender diversity from a critical and creative perspective. Performance, digital art, film, photography, graffiti, among other expressions, provide tools to question gender norms, experiment with identity and give voice to diverse realities.

The classroom should be a safe space, free of discrimination and prejudice, where each student feels valued and respected for his or her individuality. The teacher should promote a climate of trust and mutual respect, where open and critical dialogue on gender diversity is encouraged. Some strategies to achieve this are:

- Implement inclusive language: Avoid using sexist or discriminatory language, using neutral pronouns or asking students how they prefer to be named.- Encourage active participation and critical thinking: Encourage the participation of all students, valuing the diversity of opinions and perspectives.

- Use cooperative learning methodologies: Promote teamwork, where collaboration, empathy and respect for diversity are valued.

- Create spaces for reflection and debate: Generate instances of dialogue on topics related to gender diversity, using artwork, films, songs, news, among other resources as a trigger.

- Establish an inclusive evaluation system: Implement evaluation systems that value the individual learning process, creativity and originality, avoiding gender bias in grading.

Teacher resources

- Organizations and institutions: There are a number of organizations and institutions that provide resources and support to teachers who wish to incorporate a gender perspective into their educational practice. Some of them are: UN Women, UNESCO, Amnesty International, GLAAD, among others.

- Academic publications: Research in the field of arts education and gender diversity is in constant development. It is essential for teachers to keep up to date by consulting academic publications, books and specialized articles.

- Online resources: The Internet offers a large number of free resources for teachers, such as: lesson plans, didactic activities, audiovisual materials, among others. Social transformation through arts: a professional and ethical compromiso.

Incorporating gender diversity education in the training of the Bachelor of Arts in Art Education is not only a matter of complying with a social demand, but of assuming an ethical and professional commitment to the construction of a more just and egalitarian society. Art, as a tool for expression and social transformation, has the power to generate awareness, challenge established norms and promote respect for diversity. The future teacher, as an agent of change, has the responsibility to use art as an instrument to build a more inclusive future for all.

Conclusions

The training of the Bachelor in Arts Education under a pedagogical model of gender diversity education is revealed as an imperative in today's society. The analyzed text evidences the need to transcend the mere inclusion of contents on the subject, advocating for a profound transformation of the pedagogical model.

This transformation implies that the future teacher, as an agent of change, assumes an ethical and professional commitment to the construction of an inclusive educational space that values and celebrates diversity.

The text stresses the importance of dismantling gender stereotypes rooted in the collective imagination and in traditional educational practices. To this end, it proposes a critical revision of the curriculum, incorporating the work of women artists and of sexual and gender diversity, historically invisibilized.

The importance of exploring contemporary artistic languages that allow students to express and understand gender diversity from a critical and creative perspective is emphasized.

The construction of a safe classroom free of discrimination, where open dialogue and critical thinking are encouraged, is essential. The teacher must be a facilitator of this process, promoting active participation, collaborative work and the use of inclusive language.

The text also highlights the role of art as a tool for social transformation, capable of generating awareness and challenging established norms. In this sense, the training of the Bachelor of Arts in Art Education, under an inclusive pedagogical model, is presented as an opportunity to build a more just and egalitarian society, where art is a vehicle for expression, respect and appreciation of diversity in all its manifestations.

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