



International Summer Research or Residency Travel Award

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With financial support from the Global Engagement Office in the School of Education, I conducted pilot fieldwork aimed at revealing a counternarrative to the negative ontology often ascribed to students labeled as disabled in inclusive education in South Korea. This project opposes the medical model that essentializes disability and instead seeks to reveal the historical and cultural contexts of disability while transvaluing the lived experiences of people with disabilities.

To this end, I collected books on inclusive education authored by teachers and conducted a narrative analysis over the summer. Korean K-12 teachers have published approximately 18 books on inclusive education based on their lived experiences up to 2023. These books are not mediated by researchers or other intermediaries and have not been translated into English, podcasts, or other commonly accessible sources in Madison.

Furthermore, I conducted participant observation at Sannae Elementary School in Daejeon and Yeonhwa Elementary School in Incheon for ten weeks (from May to July) to explore the realities of inclusive education in South Korea. This preliminary fieldwork opened a critical space for further investigating which discourses are prevalent in inclusive education and how material conditions are entangled with these discourses.

