

Dyslexia, Pedagogy and Identity: A Cultural Studies Perspective

My research aims to unpack the way in which pedagogised, (Denis Atkinson, 2003) student identities are formed, in relation to dyslexic subject positions. It is an 'introspective turn' (Kate Hatton, 2012, 2013) on my own teaching practice and takes a cultural studies approach. I argue that, as an inherently politicized, pedagogic practice, which celebrates difference as a site of creative potential, a cultural studies approach offers useful ways of thinking about dyslexia and provides an opportunity to develop critical perspectives on the biomedical 'systems of truth' (Michel Foucault, 1991, p.23) which inform dominant discourse of it.

Melanie Davies

Associate Lecturer in Cultural & Historical Studies

London College of Fashion

RAS Research Associate

University of the Arts London