

**Seeing with the Blind:
Teaching and Learning with Differently-Abled Students**

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ABSTRACT This paper is situated at the junction of feminist pedagogy and critical disability theory and draws from the insights gained from interviews with visually impaired students as part of a project on 'body', learning and 'disability theory'. The paper attempts to bring into mainstream discussion, tertiary teaching amongst the visually impaired, compelling us to rethink their corporeality within our classes. The paper works through the methodological approach of narrative analysis and suggests that teaching the visually impaired calls for recognition of a more specific kind of productive pedagogy that works to embrace the (social) learning experiences of this category of student. While critical disability theory speaks to the political insights and issues of power (or lack thereof) within contexts of material and social impairment, feminist pedagogy speaks to a democratic (co)creation of knowledge, and participatory teaching and learning in classrooms that we seek to construct as being inclusive.