

4th International Symposium on Poetic Inquiry (ISPI)

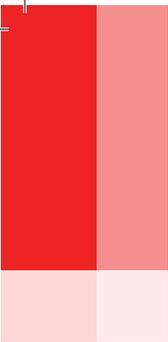
Resonant Voices



OCTOBER 23-26, 2013



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4th International Symposium on Poetic Inquiry (ISPI)

Acknowledgements

The hosts of the **4th International Symposium on Poetic Inquiry** (ISPI) gratefully acknowledge the kind and collaborative support provided by the School of Education, Acadia University; Leading English Education and Resource Network (LEARN); and the Faculty of Education, McGill University.

We would also like to thank the McGill Bookstore for providing the registration bags for our symposium, the Acadia University Bookstore for a selection of stationery items, and LEARN for poetry journals.



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Mary Stewart has worked at LEARN since 2006. Among other roles, she is Managing Editor of the online journal LEARNing Landscapes (www.learninglandscapes.ca). Her interest in qualitative research and many years as a classroom teacher inform her work.
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Program

WEDNESDAY, OCTOBER 23, 2013

- 5:00-5:30 Registration
5:30-7:30 Welcome reception and poetic performance

THURSDAY, OCTOBER 24, 2013

- 8:45-9:00 Opening
9:00-10:30 **First set of presentations**
(Kulnieks; Prendergast; Sameshina; Stewart)
10:30-10:45 Health break
10:45-12:15 **Second set of presentations**
(Elza; Faulkner; Gulla; Leggo; Walsh)
12:15-1:15 Catered lunch
1:15-2:30 **Third set of presentations**
(Jelfs; Kramer; Mitchell & de Lange; Penwarden)
2:30-3:00 Health break
3:00-4:30 **Fourth set of presentations**
(Fidyk; Neilsen Glenn; Davis Halifax; Nudelman)
5:00-7:00 Poetry tour

Avmor Art Gallery
445 Ste. Hélène Street,
Montreal, H2Y 2K9

FRIDAY, OCTOBER 25, 2013

- 8:45-9:00 Opening
- 9:00-10:30 **Fifth set of presentations**
(Galvin; Gradle; Pithouse-Morgan, Hlao & Pillay;
Soutar-Hynes; Wiebe)
- 10:30-10:45 Health break
- 10:45-12:15 **Sixth set of presentations**
(Adams; Honein; Hughes & Morrison; James;
Schoone)
- 12:15-1:15 Catered lunch
- 1:15-2:45 **Seventh set of presentations**
(Fels & Meyer; Piirto & Micko; Richardson; White)
- 2:45-3:45 Small group work on issues
- 3:45-4:45 Plenary and large group discussion
- 6:30-7:00 Cash bar cocktails at Restaurant La Gargote
(351 Place D'Youville, Montreal, H2Y 2B7)
- 7:00-9:00 Dinner at Restaurant La Gargote
- 9:00-10:00 Cash bar

SATURDAY, OCTOBER 26, 2013

- 8:45-9:00 Opening
- 9:00-10:30 **Eighth set of presentations**
(Draper; McLeod & Ruebsaat; Morwaski; Norris;
Yoshimoto)
- 10:30-10:45 Health break
- 10:45-12:00 Closing activity

Presentation Abstracts

Adams, Jeff

Living Poetically through Arts-Based Research: Making Connections Between Visual Art and Poetry

In this ongoing process to define my praxis, I reflect upon my life as an artist, teacher, researcher, and student. I will share the phenomenon of using poetic inquiry as a connection between my artistic life and my everyday lived experience.

Davis Halifax, Nancy Viva

o canada

Engaged scholars “recognize and redress the profound human costs of a system that is utterly dependent on the repression of a knowledge of social injustice” (Gordon, ix). They must also welcome and translate the difficult knowledge/s received. This paper proposes a series of poems, both individually and collectively authored, in tandem with, theoretical meditations upon the form of the poem and its relationship to social justice.

Draper, Peter

Taking care with words

This paper describes an initiative in which older people and nurses co-created a body of poetry exploring and celebrating experiences of ageing. We discovered that nursing and poetry hold in common an imaginative capacity to enter another’s world through narrative, and a disciplined engagement with language.

Elza, Daniela

the ecology of being

I constantly live the tension between *Poetry* as institution and *poetry* as freedom, as an attempt to touch something wild, both outside and inside ourselves. Genuine poetic seeing is an enhanced awareness of our interconnection with all things, including the other. What if that other is right under our noses?

Faulkner, Sandra

K4, M1: Knit Four, Frog One

In the poetry collection titled, *K4, M1: Knit Four, Frog One*, I knit connections between a DIY value, economics, and family culture through the use of confessional poetry. The poetic work voices the themes of economic self-reliance and speaks to cultural discourses of feminist resistance, relational and personal identities.

Fels, Lynn; (Kelly, Vicki*); Meyer, Karen

The breath of place

We explore our narratives and daily practices as visceral, poetic experiences through our individual and collective encounters of place and breath. We draw on our previous and current work in performative inquiry, living inquiry, and indigenous knowledge practices and inquiry.

fidyk, alexandra

The Moon, the Crane and the Great Mother: Revisiting the work of Marija Gimbutas

A suite of found poetry from Emily Carr's journal *Hundreds & Thousands* is coupled with images of her paintings to offer a felt sense of her erotic relationship with Nature. This relationship with other is made possible by surrendering her ego-desires and welcoming the images that sought release through her.

Galvin, Kathleen

The Poets know something about the fullness of Human Well-being

Poems can bring well-being to nearness. Drawing upon insights from Heidegger and Gendlin I explore what poetry opens up and holds in order to speak of well-being: What is it about poetry that is adequate to hold the deepest roots of hearing with the fullness of what is speaking?

* Bracketed names indicate authors who are not present at ISPI.

Gradle, Sally

Art at the End of Time

This presentation and poetry reading explores my recent research and practice of teaching art to the elderly. I will share some of the experiences that led to writing and thinking through the process of teaching art.

Gulla, Amanda

Awaking the Imagination through Poetic Inquiry in Teacher Education

This presentation demonstrates how writing poetry is integrated into teacher education methods courses in Inquiry-Based Learning in an effort to, as Maxine Greene advocates, “look through the lens of different ways of knowing, seeing and feeling in a conscious endeavor to impose different orders upon experience” (2001, p. 5).

Greene, M. (2001). *Variations on a blue guitar: The Lincoln Center Institute lectures on aesthetic education*. New York: Teachers College Press.

Honein, Natalie

Troubling Reality

This is a narrative reflection of the author’s experience at a conference on gender and education. Through poetry, she examines differences between western attitudes towards gender and sexual orientations compared to those in the Arab world. She reconstructs fictionalized dialogues and reflects on them as a way of questioning realities.

Hughes, Janette; Morrison, Laura; (Hoogland, Cornelia*)

You don’t know me: Adolescent identity development through poetry performance

Our study concerns the use of poetry, social networking sites, and digital multimedia tools in the process of shaping adolescents’ identities/voices. We wrote a selection of poems using the genres taught to the students, thereby creating a parallel between our research focus on digital performance texts and the dissemination of our findings through research performance.

James, Kedrick

Antics of a Cultural Recycler

This presentation explores the potential for poetic “cut-up” procedures to reduce and counteract experiences of information overload, tap into historical consciousness, and provide insight into cultural shifts taking place as a result of changing technologies and their impact on the traditions of appreciation of verbal and visual art forms.

Jelfs, Helen

Telling stories of classroom learning

This paper presents ‘participant-voiced’ poems crafted from student interview transcripts. The poems contrast the notion of ‘internal authority for learning’, characterized by generative and personalized engagement in learning, with that of ‘external authority for learning,’ which is characterized by prescriptive and uniform transaction with an emphasis on rapid coverage and acquisition.

Kramer, Christi

What resounds, endures

Where poetic image is *trace*; from exploration into “the creative process itself, not as a tangential inquiry, but as the well-spring that feeds the building of peace,” (Lederach, 2005): question: Is it possible to write the world well? What is voiced here: a trace of what endures.

Kulnieks, Andrejs

Poetic inquiry: a curriculum of landscape learning

In my paper I look at the intersection of Oral and Literary tradition, and how shifting forms of poetic writing can provoke a deep understanding of what matters most about a particular event. My analysis begins with an investigation of poetry that invites revitalizing relationships with intact ecosystems.

Leggo, Carl

The Vocation of Poetry: Writing a Lively Love of the World

As a poet, I seek to live in the places of language, emotion, and wonder, always convinced that poetry calls out in vibrant voices—activist, alternative, and transformative. I seek not only a love of literacy, or a literate love of the word, but a lively love of the world.

McLeod, Heather; Ruebsaat, Gisela

Parents and Poetry: Engaging Lost Voices

We are interested in how the practices of poetic inquiry (Prendergast, 2009) might enable us to better know our parents and to reflect on our relationships with them after their deaths (Leggo, 2010). We are also interested in how poetic inquiry might deepen our thinking about research and teaching.

Mitchell, Claudia; (Moletane, Relebohile) de Lange, Naydene

Poetry in a pocket: Teachers and their cellphones in rural South Africa

This paper builds on Louise Rosenblatt's pivotal work, *The reader, the text, the poem*, as a way to explore the notion of genre in cellphilm productions created by two groups of teachers in rural South Africa. Cellphilms, which are sometimes also referred to as 'pocket films,' very simply are short movies "made with a cellphone and for a cellphone" (Dockney & Tomaselli, 2009). We explore the poetic mode of these cellphilms and the ways in which they can be used by teachers to engage in self-study.

Morawski, Cynthia; (Rottmann, Jenn)

Teachers Face Themselves to Hear Students' Voices: A Poetic Narration

In the poetics of both word and image as lived-through aesthetic and efferent events, we turn to generated poetry to present nuanced narrations of six teacher candidates who participated in our action research study on the use of multi-modalities for teacher narrative inquiry.

Neilsen Glenn, Lorri

Lost and Found: Poetry and Resilience

What supports resilience? What is the role of listening in poetic inquiry, in cultivating compassion, altruism, and resilience? This brief session will touch on the author's and others' current theorizing and writing about loss, creativity, and resilience.

Norris, Joe

Intertextuality: The Ontology of Experiencing Poetry with Images and Live and Recorded Sound

With the proliferation of technology, printed poems are now being accompanied with the spoken word, images, and music. An autoethnographic poem about mortality will be presented in three ways, exploring how additional media and information, including the title and the author, both reveal and obscure.

Nudelman, Merle

Change, Healing, and Insight through Poetry

After my mother's sudden death, a vivid dream inspired me to write poems honouring her struggles as a Holocaust survivor and exploring our shared past. Poetry helped heal grief and sorrow held for years. I viewed my parents' lives from a different perspective and attained greater compassion for people everywhere.

Penwarden, Sarah

Listening with a tuned ear: Writing rescued speech poetry for people who have lost loved partners

I will show three poetic forms I have created in my doctoral studies, in which I write rescued speech poems for people who have lost a loved partner through death. These poems, namely braided time, silence poems, and poetic Outsider Witnessing, offer the bereaved person the opportunity to remember the contribution of their lost loved one to their life.

Piirto, Jane; Micko, Karen Janish

Coming Back to Poetry

The Piirto Pyramid of Talent Development contains a “thorn,” which represents the motivation to create. Each presenter will detail her journey back to poetry, through education, predilections, and individual journeys. Their journey will be told in poetic form.

Pithouse-Morgan, Kathleen; (Naicker, Inbanathan); Pillay, Daisy; (Morojele, Pholoho); (Chikoko, Vitallis); and Hlao, Teboho

“I am because we are”— Using collective poetic inquiry to cultivate humanizing research learning

We explore what we are learning from collective poetic inquiry into one ‘foreign’ African student’s stories of experience on a South African university campus. We offer an understanding of how our work with found poetry and Haiku poetry has made our research a dialogic and humanizing learning experience for us.

Prendergast, Monica

Seeing the forest through the trees: A poetic inquiry bibliographic update, 2007-2012

This presentation offers a look at poetic inquiry contributions made in peer-reviewed social science journals over the past five years. The three key ‘voices’ identified in the 2007 bibliography (Prendergast, 2007, 2009) will be listened for and attended to in order to understand iterations or variations that may have emerged.

Richardson, Pamela

The mermaid & the minotaur: the imagined inner-life of women intellectuals in love

I explore the gendering of love and loss in intimate relationships through a poetic erasure of Dinnerstein’s (1976) classic feminist psychoanalytic text, *The Mermaid & The Minotaur*. The emotional contours of how women either carve out meaningful work and creativity in relation or else “lose their minds” is the focus.

Sameshima, Pauline

Désirée's Diary: Multi-Modal Interpretation

Using pottery, prose, and poetic diary entries from a book project fictionalized from Kate Chopin's 1893 short story "Désirée's Baby", this excerpt shares Gilda's addiction and recovery story. Désirée's Diary provides a creative opportunity to challenge conceptions of power, truth, history, and time.

Schoone, Adrian

Finding essences of Alternative Education tutors in New Zealand

Informed by phenomenology I use poetic inquiry to find essences of Alternative Education tutors in New Zealand. One of my methods involved working with tutors in a performative workshop to create found poems as appearances of tutor identity. I present findings from my research by re-creating critical moments from this workshop.

Soutar-Hynes, Mary-Lou

Migrant Landscapes: Echoes and Reverberations

The act of migration implies rupture, a change in landscapes, both internal and external. It invites a re-structuring of identities, a re-imagining of self in place and space. This paper is a glimpse into one immigrant's journey: the potential enabled through the hyphenated space between "home" and "away."

Stewart, Sheila

Poetic attention: Open to self and the world

How does poetry work as a powerful tool for self-reflection and discovery, *and* an intervention which addresses social and environmental realities? I explore poetic inquiry in the light of Don McKay's (2001) notion of "ontological applause." McKay describes poetic attention as "a sort of readiness, a species of longing which is without the desire to possess."

Walsh, Susan

Poetic inquiry as compassionate practice: Research with women and difficult experiences in teaching

I explore poetic inquiry as compassionate practice in the context of my research with women and difficult experiences in teaching. I open the heart through the breath, through attention to difficulty, and through languaging poetically. I seek ways of being kinder, gentler, and more compassionate in the world.

White, Boyd

Ekphrasis and Qualitative Research: Complicity and Complication

This presentation will address my own and my students' poetry as an arts-based research tool. More specifically, I will discuss *ekphrasis*— an elaboration upon the viewer's experience—as an aesthetically oriented strategy for engaging in art criticism, in particular, experientially oriented criticism's capacity to engender personally significant meaning making.

Wiebe, Sean

What is good for the poem is good for the poet.

In this conference paper/performance I will consider the question of what is good for a poem. I will set out a case for addressing a poem as a living thing and conclude with a brief application for education, deconstructing how normalcy myths surrounding good poetry too often lead to an avoidance of poetry.

Yoshimoto, Mika

Curriculum as Zen: Six poetic ruminations in the philosophical context of Zen

This paper examines Carl Leggo's 'six poetic ruminations' through the lens of poetry and Zen philosophy to illuminate how conceptual systems vary across cultures and the transformational power of language-learning in pursuit of greater understanding and international solidarity.

Author Biographies

Adams, Jeff

Currently, I teach Visual Arts within the Simcoe County District School Board and Lakehead University. My research focuses on arts-based research using multi-disciplinary art forms. These art forms have become the foundation behind my research, and my narratives of experiences.

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Chikoko, Vitallis

Vitallis Chikoko is an Associate Professor of Educational Leadership. His research interests include: leadership development, leadership in trying contexts; education reform; and higher education studies.

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Davis Halifax, Nancy Viva

Nancy Viva Davis Halifax, Ph.D. was originally trained as a conceptual artist at NSCAD and works in her community as an artist and activist. She is an Assistant Professor in the M.A. and Ph.D. Program in Critical Disability Studies in the Faculty of Health, York University.

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de Lange, Naydene

Naydene de Lange, previously from University of KwaZulu-Natal, currently holds the HIV and AIDS Education Research Chair at the Nelson Mandela Metropolitan University, Port Elizabeth, South Africa. Her research focuses on visual participatory methodologies in addressing gender and HIV&AIDS, particularly in the education sector.

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Draper, Peter R.

Peter Draper is an academic nurse working at the University of Hull, UK. The focus of his research and practice is the well-being and quality of life of older people in hospital and residential care.

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Elza, Daniela

Daniela Elza had been published nationally and internationally in over 80 publications. Her poetry books are *milk tooth bane bone* (Leaf Press, 2013), *the weight of dew* (Mother Tongue Publishing, 2012) and *the book of It* (2011). Daniela lives in Vancouver.

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Faulkner, Sandra

Sandra L. Faulkner works at Bowling Green State University. Her poetry appears in journals such as *Women & Language*, *Storm Cellar*, *Literary Mama*, *Sugar House Review*, and *Northwoods*. Her poetry chapbook, *Hello Kitty Goes to College*, was published by dancing girl press.

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Fels, Lynn

Lynn Fels is a writer, educator, and Associate Professor in Arts Education, teaching at Simon Fraser University. Her research focuses on leadership, collaboration, and embodied moments of learning through performative inquiry, arts for social change, and the arts across curriculum.

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fidyk, alexandra

alexandra fidyk is faculty in the Department of Secondary Education, University of Alberta and at Pacifica Graduate Institute, California. She serves as Associate Editor for the *International Journal of Jungian Studies* and is completing a collected edition entitled *Jung in the Classroom*. She is also a Certified Jungian Psychotherapist.

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Galvin, Kathleen T.

Kathleen Galvin, Ph.D. Faculty of Health and Social Care, University of Hull, United Kingdom. Professor of Nursing Practice has observed that knowing what to do in practice doesn't always come from a technical perspective; rather, from somewhere deeper, and is fascinated with what this 'deeper' means. This led to phenomenology and to poetic inquiry.

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Gradle, Sally

Sally Gradle (www.sallygradle.net) is an art educator, artist, and writer. Her publications include poetry as research and literature, and articles on art education. Her recent poetry explores her interest in artistic growth in all stages of life, and a passion for teaching art.

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Gulla, Amanda

Amanda Nicole Gulla is an Associate Professor of English Education at Lehman College, City University of New York. She is also a published poet, and a founding member of the Maxine Greene Center for Aesthetic Education and the Social Imagination.

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Hlao, Teboho

Teboho Hlao is studying towards a Masters' Degree in Educational Psychology in the School of Education of the University of KwaZulu-Natal. His research focuses on inclusivity, sport, and university students' integration.

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Honein, Natalie

Natalie is writing a dissertation for a Doctorate in Education at the University of Bristol, UK. Her narrative inquiry research is grounded in the Arab women's movement of the 19th century. After a few years of teaching at the American University of Beirut, Natalie now lives and writes in Dubai.

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Hoogland, Cornelia

Cornelia Hoogland is the author of six books of poetry, two chapbooks, and scholarly articles on Poetic and Narrative Inquiry. Hoogland's recent finalist placements include the 2012 Relit shortlist for *Woods Wolf Girl*, and the CBC 2012 Literary Nonfiction Awards for *Sea Level*.

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Hughes, Janette

Dr. Hughes is Associate Professor in the Faculty of Education at UOIT. Her research focuses on digital media in writing, performance, and understanding. In 2011 she was awarded the Early Researchers Award by the Ontario Ministry of Research and Innovation.

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James, Kedrick

Kedrick James is an instructor in the Faculty of Education at UBC. He is a poet, artist, musician, teacher, and scholar whose work focuses on sustainability and automation of communications. He is currently completing a Canada Council funded project called *Fluke Audio*.

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Jelfs, Helen

Helen Jelfs is a Visiting Fellow at the Graduate School of Education, University of Bristol, UK. Her research focus is the design and implementation of innovative pedagogies for student engagement in learning, such as learning how to learn, deeper learning, and authentic enquiry.

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Kelly, Vicki

Vicki Kelly is an Indigenous visual artist, musician, writer, and Associate Professor, teaching at Simon Fraser University. Her interests include holistic and aesthetic education, Indigenous knowledges, the honouring ecologies of place, and Indigenous Arts-based research modalities as knowledge practices.

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Kramer, Christi

Christi Kramer, senior editor at Lost Horse Press, is a doctoral candidate in the Department of Language and Literacy Education and scholar at the Liu Institute for Global Issues, University of British Columbia, considering poetic image, poetic imagination, and peacebuilding.

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Kulnieks, Andrejs

Over the past few years Andrejs has worked with the Nipissing University Schulich School of Education at the Muskoka Campus. His research interests include oral and literary tradition, literacies, critical pedagogy, curriculum theory, Indigenous knowledges, eco-justice, and environmental education.

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Leggo, Carl

Carl Leggo is a poet and professor at the University of British Columbia. His books include: *Come-By-Chance*; *Teaching to Wonder: Responding to Poetry in the Secondary Classroom*; *Creative Expression, Creative Education* (co-edited with Robert Kelly); and *Sailing in a Concrete Boat*.

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McLeod, Heather

Heather McLeod, an art educator at Memorial University, pursues an interpretive/critical research agenda. Current projects include an examination of teacher dress, an initiative to understand student experiential learning in an art museum setting, and collaboration in a faculty writing group.

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Meyer, Karen

Karen Meyer is Associate Professor at the University of British Columbia. Her teaching and writing engage what she calls "Living Inquiry," which focuses on awareness of daily life in order to understand how we interpret and act in the world.

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Micko, Karen Janish

Karen Janish Micko, M.Ed., an English teacher in schools and colleges, is a Ph.D. student. Through motherhood and work, she let her own writing go. Her passion for writing poetry was reignited and now she just cannot stop.

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Mitchell, Claudia

Claudia Mitchell is a James McGill Professor in the Faculty of Education, McGill University. Her research and teaching focuses on visual participatory methods, teacher identity, and girlhood studies particularly in the context of rural South Africa. She is the co-editor of *Girlhood Studies: An Interdisciplinary Journal*.

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Moletsane, Relebohile

Relebohile Moletsane is Professor and JL Dube Chair in Rural Education in the School of Education, the University of KwaZulu-Natal. Her teaching and research involve participatory visual methods in the areas of rural education, gender and HIV and AIDS body politics, and girlhood studies in Southern African contexts.

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Morawski, Cynthia

Cynthia Morawski is Professor of Education, University of Ottawa. Her teaching focuses on literacy, learning differences, and literature. Her research concentrates on adolescent literacies, bibliotherapy, women's lives, and arts-based/informed learning, including poetics of memory work in narrative inquiry.

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Morojele, Pholoho

Pholoho Morojele is a Senior Lecturer and Academic Leader for Research. His research interests are in gender and social justice in education. He has published nationally and internationally on gender violence, masculinities and femininities, and schooling in rural communities.

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Morrison, Laura

Laura Morrison is currently completing her M. Ed. at the University of Ontario Institute of Technology. She is exploring how poetry, performance, technology and problem-based learning can aid in adolescents' self-exploration and growth.

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Naicker, Inbanathan

Inbanathan Naicker is a Lecturer in Educational Leadership, Management and Policy. His research interests include leadership development, human resource management, school governance, and internationalisation of higher education.

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Neilsen Glenn, Lorri

Lorri Neilsen Glenn is an award-winning author and editor of several collections of poetry and creative nonfiction/bricolage including *Untying the Apron* (Guernica, 2013) and *Threading Light* (Hagios, 2011). She lives, writes, and teaches in Nova Scotia.

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Norris, Joe

Joe Norris teaches drama in education and applied theatre in the Department of Dramatic Arts, at Brock University. He has focused his teaching and research on fostering a playful, creative, participatory and socially aware reflective stance toward self and Other.

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Nudelman, Merle

Merle Nudelman is a writer and a former lawyer. Her first book, *Borrowed Light*, won the 2004 Canadian Jewish Book Award for Poetry. *True as Moonlight*, her fourth collection with Guernica Editions, will be released Spring, 2014.

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Penwarden, Sarah

I am a counsellor and counsellor educator working in a tertiary institution in New Zealand. My doctoral study is in the area of partner loss, using poetic inquiry. I have had poems and short stories published in literary magazines in New Zealand.

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Piirto, Jane

Jane Piirto, Ph.D. is an award-winning poet, novelist, and scholar. She has published 16 books, many articles, and several chapbooks. She is Trustees' Distinguished Professor at Ashland University, Ohio.

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Pillay, Daisy

Daisy Pillay is a senior lecturer in Teacher Development Studies and her research interests include teacher identity studies, rurality and rural education, life narrative and history research, memory work, visual and participatory methodologies, and higher education – pedagogy and professional development.

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Pithouse-Morgan, Kathleen Jane

Kathleen Pithouse-Morgan is a Senior Lecturer in Teacher Development Studies in the School of Education, University of KwaZulu-Natal. Her research focuses on teacher development, self-study, memory-work, arts-based pedagogy and research, and HIV&AIDS education.

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Prendergast, Monica

Monica Prendergast, Ph.D., (Assistant Professor of drama education, University of Victoria). Her poetic inquiry work has appeared in many journals, books, and handbooks. Monica's most recent poetic inquiry contributions have appeared in *Research in Drama Education* (2013) and the *International Journal of Education and the Arts* (2012).

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Richardson, Pamela

Pamela Richardson is on faculty at UBC (Okanagan). She completed a literary arts-based dissertation at UBC in Special Education. Her interests include the arts and applied critical and post-structural perspectives as a means of understanding exceptional learning and development across the lifespan.

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Rottmann, Jenn

Jenn Rottmann is a doctoral candidate in the Faculty of Education University of Ottawa. She currently teaches language and literacy in the B.Ed. Program. Her research focuses on book clubs as sites of teacher narrative study.

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Ruebsaat, Gisela

Gisela Ruebsaat's poems explore the personal histories which shape and transform our identity. Her work appears in *Island Writer Magazine* and the anthologies *Pathways Not Posted* and *Poems From Planet Earth*. Gisela is Legal Researcher at the Ending Violence Association.

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Sameshima, Pauline

Pauline Sameshima is an Associate Professor, Canada Research Chair in Arts Integrated Studies, and Associate Director of the Centre for Place and Sustainability Studies at Lakehead University. Her work investigates the possibilities for the arts in research within interdisciplinary frameworks.

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Schoone, Adrian

Adrian Schoone is a PhD student from the school of Critical Studies in Education at the University of Auckland, New Zealand. Adrian leads Creative Learning Scheme, an NGO provider of Alternative Education (AE). He is chairperson of the AE National Body.

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Soutar-Hynes, Mary Lou

Mary Lou Soutar-Hynes is a 2009 Hawthornden Fellow. Publications include *Dark Water Songs* (Inanna, 2013), *Travelling Light* (Seraphim Editions, 2006) long-listed, ReLit Poetry Award, 2007; work in *Poetry Wales*, *CWSJ*, *The Art of Poetic Inquiry* (Backalong, 2012), and *Jamaica in the Canadian Experience* (Fernwood, 2012).

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Stewart, Sheila

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Peer Review Process

The **4th International Symposium on Poetic Inquiry** had an overwhelming response to the call for proposals. We received 60 proposals before the deadline for submission. Proposals received after the deadline were not accepted. Because of this large number, we debated whether to only have consecutive sessions or to introduce concurrent sessions. Since the latter would be a departure from past practices of ISPI and because we had space limitations at the venue, on the poetic tour, and at the restaurant, we decided to adhere to the established ISPI format. Furthermore, we felt that the poetic inquiry community should be consulted before changing the format, particularly because our call for proposals had indicated that the symposium would be an intimate gathering with consecutive sessions. This decision left us with the challenging task of establishing a process for reviewing proposals. We decided that all of us would review the proposals after Mary removed the names. We reviewed only the proposals received on or before the deadline. All proposals were scored out of three and given a total score out of nine (the sum of the scores from each reviewer). We accepted the highest-ranking proposals according to the limitations of space in the venues (gallery, restaurant, bus tour) and time (program). We hope that ISPI participants will appreciate that we made what we felt were the best possible (although difficult) decisions. We plan to send a message about the venue for the 5th International Symposium on Poetic Inquiry, immediately following the symposium, to

those who submitted proposals that were not accepted, to encourage them to submit. We will also inform them of the call for poems/chapters for the work we hope to publish after the Symposium. We feel that some feedback from the poetic inquiry community will better inform any decisions future hosts have to make and so we have put aside some time on Friday afternoon to discuss future directions and possibilities for ISPI.



