

## *JCACCS Special Issue, Fall 2016: Contributors*

**Claire Ahn** is a doctoral candidate in the Department of Language and Literacy Education at the University of British Columbia. Prior to graduate studies, she was a high-school English teacher for 10 years. Her current research interests include: film, documentaries, visual literacy, visual rhetoric, ecoliteracy, teacher education, and genre studies.

**Colin Beard** is a professor in the Sheffield Business School at Sheffield Hallam University. He works with many global organisations on learning and development. An experienced practitioner in advising, designing, and facilitating powerful experiential learning for a range of clients, both national and international, his expertise is recognized by leading corporate organizations and many now apply his experiential methods for more effective learning and development.

**Antonella Bell** is a doctoral student in the Faculty of Education, at the University of Alberta. Her interest is environmental education and her area of research is exploring ways to help teachers encourage a caring and respectful relationship between their students and the natural world. Her professional background includes teaching at the elementary-school level, creating a nature immersion program for school children at the University of Alberta Devonian Botanic Garden, and most recently, developing and teaching a university summer-session course entirely outdoors, in the North Saskatchewan River valley.

**Barbara Bickel** is an artist, researcher, and educator. An associate professor in art education, and Director of Women, Gender & Sexuality Studies at Southern Illinois University, she teaches art as an inquiry and meaning-making process. Her research interests include arts-based inquiry methods, collaboration, socially engaged art, connective aesthetics, feminist art and pedagogy, adult learning, and restorative & transformative learning. To view her art portfolio and arts-based research online visit: <http://www.barbarabickel.com>

**Jana Boschee** has been an educator for the past 16 years in Lethbridge, Alberta. During this time, she also worked as a researcher for Holy Spirit Catholic Schools focusing on student engagement. Specializing in a Master of Education degree in Literacy in Globalized Canadian Classrooms at the University of Lethbridge, her most recent project was a multimodal text exploring language, identity, and relations. She is presently an instructor in the Faculty of Education at the University of Lethbridge.

**Geneviève Cloutier** is a mother, artist, researcher, and teacher who received a Bachelor of Media Arts from Emily Carr University of Art and Design. She is currently an on-call English/art teacher, a PhD student, and a teaching assistant at the University of Ottawa. Her arts-based research interests include a/r/tography, literary métissage, literacy, contemporary art, and alternative education. She is also a member of Blink Art Collective in Ottawa, Ontario.

**Dwayne Donald** is a descendent of the *amiskwaciyiniwak* and the Papaschase Cree and is an associate professor in the Faculty of Education at the University of Alberta. His work focuses on ways in which indigenous philosophies can expand and enhance our understandings of curriculum and pedagogy.

**Alexandra Fidyk**, poet, philosopher, pedagogue, and psychotherapist, serves as associate professor in the Department of Secondary Education, University of Alberta where she teaches curriculum studies, teacher education, advanced research, and post-/Jungian studies. Her work draws deeply upon her prairie roots and the fields of process philosophy, Buddhist thought, transgenerational studies, and trauma.

**R. Michael Fisher** is a researcher, educator, counselor, artist, and integral-human-development consultant with over 25 years experience studying fear and fearlessness. In 1989 he founded the In Search of Fearlessness Project and a research institute that followed. He is currently the director of a new online alternative higher-education institute, the Center for Spiritual Inquiry & Integral Education. His latest book is *Philosophy of Fearism: A First East-West Dialogue*.

**Erika Hasebe-Ludt** is a professor in the Faculty of Education at the University of Lethbridge. She teaches and researches in the areas of multiple literacies, life writing, and literary métissage, in the context of Canadian and transnational curriculum studies. Her publications include *A Heart of Wisdom: Life Writing as Empathetic Inquiry* (co-edited with Cynthia Chambers, Carl Leggo, and Anita Sinner) and *Contemplating Curriculum: Genealogies/Times/Places* (co-edited with Wanda Hurren).

**Cristyne Hébert** is a postdoctoral researcher at the Institute for Research on Digital Learning at York University in Toronto. Her postdoctoral work uses action research to explore how elementary teachers can best be supported in their use of digital games in the classroom. Her other research interests include reform movements in teacher education, narratives of teaching and learning, reflective and autobiographical inquiry, aesthetic experience, digital literacies, and curriculum of place.

**Sonya L. Jakubec** is a registered nurse (RN) and an associate professor with the School of Nursing and Midwifery at Mount Royal University in Calgary, Alberta.

**Kedrick James** is a senior instructor in the Department of Language and Literacy Education at the University of British Columbia. Current research interests explore automation of literacy, information environmentalism, and human-non-human communications. When not conducting research at the Digital Literacy Centre or working as a teacher educator, he enjoys being with nature on his ranch in BC's southern interior.

**Katherine J. Janzen** is an assistant professor with the School of Nursing and Midwifery at Mount Royal University in Calgary, Alberta.

**Nané Jordan** recently completed a postdoctoral fellowship at the University of Paris 8, France, studying the life writing of poet-thinker Hélène Cixous. In life and scholarship, she seeks holistic, embodied, and life-giving ways. Of special interest are mothering and family, and "all our relations" with friends, colleagues, community, place, spirit, and Mother Earth. Nané is committed to various curriculum and life projects, including midwifery, feminism,

social justice, spirituality, and literary and visual arts. Visit her work at:  
<http://redthreadprojects.blogspot.ca>

**Zahra Kasamali** is a PhD candidate in the Department of Secondary Education at the University of Alberta. She is currently exploring the ways in which liberal frameworks, as espoused in Canadian multiculturalism, guide the ways in which difference is structured and often obscured in secondary schools. Zahra is investigating how Sufi and Cree wisdom philosophies may open up deeper understandings of difference and guide more ethically relational ways of living.

**Mandy Krahn** is a doctoral candidate in the Faculty of Education at the University of Alberta, specializing in curriculum studies. Her research draws upon wisdom traditions while focusing on the pedagogical implications of children's understandings of well being. She is also completing advanced studies in Art Therapy, working with children through art as a way to connect with their inner life.

**Jodi Latremouille** is a doctoral student in the Werklund School of Education at the University of Calgary, specializing in curriculum and learning. She grew up in the Nicola Valley, near Merritt, BC. Jodi is interested in the possibilities for re-storying teaching and education through ecological pedagogy, holistic sensibilities, and poetic inquiry.

**Carl Leggo** is a poet and professor at the University of British Columbia. His research interests include: life writing, a/r/tography, narrative inquiry, poetic inquiry, creative writing, and arts-based research. His books include: *Growing up Perpendicular on the Side of a Hill*; *Come-by-Chance*; *Teaching to Wonder: Responding to Poetry in the Secondary Classroom*; *Life Writing and Literary Métissage as an Ethos for Our Times* (co-authored with Erika Hasebe-Ludt and Cynthia Chambers); and *Sailing in a Concrete Boat*.

**Adrian McKerracher** is a visiting postdoctoral fellow at Teachers College, Columbia University. He completed his PhD at the Centre for Cross-Faculty Inquiry in Education at the University of British Columbia (2010-2014), where he was a Bombardier Doctoral Fellow and a Liu Scholar. His research interests include metaphor, creativity, and narrative.

**Cynthia Morawski** is a professor in the Faculty of Education at the University of Ottawa. She received her doctorate from Columbia University's Teachers College in teaching and curriculum with a specialization in reading and language arts. Her research interests include teaching narratives, adolescent literacies, arts-based learning, learning differences, and poetics of memory work. She teaches both graduate and undergraduate courses in literacy, the arts, and children's and young adult literature. She is also a visual artist.

**Ernesto Peña** is a PhD candidate in the Department of Language and Literacy Education at the University of British Columbia. His current research interests include knowledge mobilization, digital humanities, visual literacy, transmediation, and design. Ernesto is currently a researcher for the Implementing New Knowledge Environments project (INKE), and a research associate for the Digital Literacy Centre in the Faculty of Education at the University of British Columbia.

**Pohanna Pyne Feinberg** is an artist and educator. She holds a master's degree in art history, and she is currently a PhD candidate in art education at Concordia University. Her work is generated by a sense of curiosity, an affinity for textures of impermanence, the

resonance of collective memory, and an aspiration to reflect compassion. She works in diverse media including sound and printmaking. For over ten years, she has designed art-education programs for cultural and educational organizations.

**Latika Raisinghani** is a PhD candidate in the Department of Curriculum and Pedagogy at the University of British Columbia. Latika's aspirations to bring "education for life" into today's diverse classrooms are informed through living, learning, and teaching as a science teacher and teacher educator in multiple cultural contexts for more than 12 years.

**Pamela Richardson** is devoted to poetic and living-inquiry practices in connection to all areas of her life and scholarship. She is on faculty at Royal Roads University in Victoria, British Columbia, where she oversees the Master's in Educational Leadership and Management program.

**Shauna Rak** is an artist, researcher, and educator. She is pursuing her PhD in the Department of Integrated Studies in Education at McGill University. Her research interests include art research methods, oral history, life writing, Holocaust education, and art education.

**Anita Sinner** is an associate professor in the Department of Art Education at Concordia University. Her interests include arts research methods, life writing, teacher education, international art education, and community art education.

**Darlene St. Georges** is a visual artist, poet, art educator, and PhD candidate at Concordia University. Her artistic research is embedded in contemplative practices exploring identity narratives and knowledge(s) embedded in indigenous ways of knowing, and phenomenological and ontological experiences. Darlene has presented her work at several conferences including the 5<sup>th</sup> International Symposium of Poetic Inquiry at the University of British Columbia. To view her art online visit: [www.darlenestgeorges.com](http://www.darlenestgeorges.com)

**Joanna Szabo** is an associate professor with the School of Nursing and Midwifery at Mount Royal University in Calgary.

**Lesley Tait** is an educator in Calgary, Alberta. She is passionate about story in all its many forms and its connections to how we relate to both each other and the land. Lesley is also thrilled to be the mother of two wonderful daughters who continue to amaze and delight.

**Jennifer Thom** is an associate professor at the University of Victoria. She teaches in the areas of curriculum studies and mathematics education. Drawing on embodied, ecological, and complexivist thinking, Jennifer's work focuses on grounding teaching and research in genuine practice. She is the author of the book *Re-rooting the Learning Space*.

**Julie Vaudrin-Charette** is a PhD candidate in the Faculty of Education at the University of Ottawa. She has an MA in communications from the Université du Québec à Montreal. Julie's research focuses on languages, experiential learning, international education, indigenous ways of learning, and creative curriculum. She works as a pedagogical advisor at a college in Québec.

**Adam Vincent** is an instructional associate at Kwantlen Polytechnic University. He is currently completing his Ph.D. in the Department of Language and Literacy Education at the

University of British Columbia. Focusing on academic writing and a/r/tography, his research explores how arts-based and literary writing practices can inform students' writing and learning experiences.

**Susan Walsh** is a professor in the Faculty of Education at Mount Saint Vincent University. Her research process involves contemplation, innovative forms of writing, and various arts practices. Her publications appear in venues such as *Qualitative Inquiry*, *Qualitative Studies in Education (QSE)*, and *Teaching and Teacher Education*. With Barbara Bickel and Carl Leggo, she co-edited *Arts-Based and Contemplative Practices in Research and Teaching*.