



In Between Familiar-Unfamiliar: Research Travel as Arts-Based Research

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Abstract:

Artists, researchers, and teachers often find their work positioned in-between the familiar and the unfamiliar. The arts linger in-between such familiar-unfamiliar events, objects, and places, unfolding new understandings and potentialities by making the familiar strange and the unknown familiar. Through a collaborative arts-based educational research project conducted in Japan, we address the following question: How can artistic practices lend to pedagogical possibilities when we attend to new things in familiar ways, and when we situate familiar things in new ways? Through a combination of a/r/tography and walking method, we engage in a series of walks, conversations, and creative practices that explore layers of relationality through research travel. Walking as an arts-based research practice emphasizes the physicality of our nature as an embodied being grounded in movement, "walking is not just what a body does; it is what a body is" (Ingold & Vergunst, 2008, p. 1). Working together from different perspectives troubles a binary understanding of the insider-outsider relationship, focusing instead on the "-" as a site of a hyphenated positionality. The walking sessions form a relational correspondence with each other that reveal rhythms of our walks, relationships, and experiences while we attune ourselves to ways of lingering in-between familiar and unfamiliar places. Through the embodied and metaphorical walking in-between the familiar-unfamiliar, we consider the pedagogical

implications of research travel as site of collaborative arts-based inquiry and what further questions they may raise.

Keywords: A/r/tography; arts-based educational research; walking method; research travel

References

Ingold, T., & Vergunst, J. L. (2008). Introduction. In T. Ingold & J. L. Vergunst (Eds.), *Ways of walking* (pp. 1-20). Ashgate.

Biographical Note

Ken Morimoto is a PhD student in the Department of Curriculum and Pedagogy at the University of British Columbia specializing in a/r/tography, arts education and phenomenology.

Marzieh Mosavarzadeh is a PhD student of Art Education at the University of British Columbia. As an artist, researcher, and teacher, she explores walking practice as an art of inquiry, an aesthetic experience, and as a way of being in and inhabiting the world.