

Date: March 27, 2006

To: Katherine Arbuthnott, Chair,
Research Ethics Board

From: M.J. Barrett, Doctoral Candidate,
Faculty of Education

RE: Research Ethics Update

I am writing to advise you of a small addition to my doctoral research project entitled *Discursive Framings of Outdoor/Environmental Education: Teacher Life History, Subjectivity and Pedagogy*. (Originally titled *Teaching as Embodied Engagement: Links Between Teacher Life History, Identity and Integrated Outdoor/Environmental Education*, Ethics approval received in spring, 2003). The project investigates ways in which discourses of teaching, learning and nature enable and constrain outdoor/environmental educators. The addition is supported by my Doctoral Supervisor, Dr. Paul Hart, is as follows:

To fully represent the power of discourses of teaching, learning and nature that are enabling and constraining educators, I wish to draw on the resources and expertise of selected artists. Most specifically I will be working with a landscape photographer and a songwriter. Both are very interested in working on the project and already given informal consent for the use of their work. Formal permission will be acquired through a release form similar to that used by the Fine Arts Department.

My involvement with the artists will range from simply incorporating some of their work into my dissertation, to the collaborative development of ways to express ideas that results from our conversations. This process of drawing on the arts in the process of developing theory, as well as in representation is extensively theorized in current work on Arts-Based research (e.g. Bagley & Cancienne, 2002; Cole, Neilsen, Knowles & Luciani, 2004).

At this time I also wanted to indicate that in addition to drawing on my ongoing interactions with the teachers involved in the project as described and approved in my initial application, the final version of the dissertation will also draw on some of my own experiences in the form of a self-study.

References:

- Bagley, C. & Cancienne, M.B. (2002). *Dancing the data*. New York: Peter Lang.
- Cole, A., Neisen, L., Knowles, G. & Luciani, T. (Eds.). (2004). *Provoked by art: Theorizing arts-informed research*. Halifax, N.S.: Backalong Books.