Watercolors Awash in Crayoned Responses: Teaching Narrative in Arts-based Praxis

Cynthia M. Morawski
University of Ottawa

DOI: https://doi.org/10.20360/G2X590

Keywords: Literacy, arts-based learning, narrative, teacher candidates

ABSTRACT

I work in literacy education, encouraging teacher candidates to experiment with the arts to make a novel come alive for adolescent readers. Part of my research agenda, which is intertwined with my teaching, seeks to make sense of the question: What are the effects of arts-based learning on the teacher candidates’ theoretical and classroom practices? To first consider the above research question from my own pedagogical perspective, I draw on my earlier recollections (Adler, 1958) of arts and classroom living using the methodology of narrative inquiry—the study of the ways humans experience the world via the construction and reconstruction of their own stories (Connelly & Clandinin, 1990). Informed by my teaching narrative, crafted in the backdrop of remembered times, I venture forth to address the effects of arts-based learning on the teacher candidates’ theoretical and classroom practices. A more informed construction of our recurring narratives, rekindled by the illumination of early recollections, will play an integral role.
Narrative research is a form of qualitative research that is used when a researcher wants to share the stories of individuals. There are many everyday examples that employ narrative design including autobiographies, biographies, narrative interviews, oral histories, and personal accounts. In this post, we will examine several characteristics of narrative design including the following…

Watercolors Awash in Crayoned Responses: Teaching Narrative in Arts-based Praxis. Article. Jan 2011. Cynthia M. Morawski. I work in literacy education, encouraging teacher candidates to experiment with the arts to make a novel come alive for adolescent readers. Part of my research agenda, which is intertwined with my teaching, seeks to make sense of the question: What are the effects of arts-based learning on the teacher candidates’ theoretical and classroom practices? In this paper, “bead collage,” an arts-based research method that invites participants to reflect, communicate and construct their experience through the manipulation of beads and found objects is explained. Emphasizing the significance of one’s personal biography and experiences as a researcher, I discuss how my background as an artist and art therapist influenced the development of this approach. Persistent tensions in arts-based research. In M. Cahnmann-Taylor & R. Siegesmund (Eds.), Arts-based research in education: Foundations for practice (pp. 16-27). New York: Routledge. Geertz, C. (1973).