

Research Portal

Application - Insight Development Grants

Identification

Applicant

Family Name: Lewkowich

First Name: David

Middle Names:

Current Position: Assistant professor

Primary Affiliation: University of Alberta

Department/Division: Department of Secondary Education

Application

Application Title Comics and The Emotional Situation of Learning to Teach: Collaborative Reading and Encounters with Adolescent Life in Graphic Novels

Research group 5 - Education, psychology and related fields

Multidisciplinary evaluation (required) Yes No

Joint or special initiative Select

Is this a [research-creation project](#)? Yes No

Does your proposal involve [Aboriginal Research](#) as defined by SSHRC? Yes No

Scholar Type

Are you an [Emerging Scholar](#) or [Established Scholar](#)? Emerging

Have you received a previous grant (with the exception of a fellowship) as principal investigator or project director, through any of the following organizations: SSHRC, Natural Sciences and Engineering Research Council, or Canadian Institutes of Health Research?

Yes No

When did or will you obtain your highest degree? For doctoral and master's degrees, this is the thesis defense date for the first highest degree obtained.

2014-03



Confirmed Scholar Type **Emerging**

Administering Organization

Organization University of Alberta

Department/Division Secondary Education

Invitations

Role	Last Name	First Name	Organization	Department
Co-applicant	Miller Stafford	Michelle	OCAD University	Faculty of Liberal Arts and Sciences

Activity Details

Certification Requirements

Does the proposed research involve humans as research participants?

Yes No

Does the proposed research involve animals?

Yes No

Environmental Impact

A. Will any phase of the proposed research take place outdoors and on federal lands in Canada, as interpreted in section 2(1) of the [Canadian Environmental Assessment Act, 2012](#) (CEAA 2012)?

Yes No

B. Will any phase of the proposed research take place outdoors and outside of Canada?

Yes No

C. (i) Will the grant permit a designated project, as listed in the CEAA 2012 [Regulations Designating Physical Activities](#) (RDPA), to be carried out in whole or in part?

Yes No

OR (ii) Will any phase of the proposed research depend on a designated project, as listed in the RDPA, being carried out by an organization other than the granting agency?

Yes No

Keywords

List up to 10 keywords that best describe the proposal.

Reading, Comics, Teaching, Teacher Education, Psychoanalytic Theory, Collaborative Reading, Adolescence, Affect, Graphic Novels, Desire

Disciplines

Indicate and rank up to three disciplines relevant to your proposal, with #1 the most relevant and #3 the least relevant.

1. Education Reading and Writing
2. Literature, Modern Languages and Literature, English
3. Education Teacher education

Areas of Research

Indicate and rank up to three areas of research relevant to your proposal, with #1 the most relevant and #3 the least relevant. If you select "Not Subject to Research Classification" in #1, the system will automatically remove any other areas of research when you save this page.

1. Literacy
2. Education
3. Arts and culture

Temporal Periods

Indicate up to two historical periods covered by your proposal.

	From		To	
	Year	Period	Year	Period
1.	<input type="text" value="1992"/>	AD	<input type="text" value="2016"/>	AD
2.	<input type="text"/>		<input type="text"/>	

Geographical Regions

Indicate and rank up to three geographical regions relevant to your proposal, with #1 the most relevant and #3 the least relevant.

1. North America
2. Western Canada
3. Central Canada

Countries

Indicate and rank up to five countries relevant to your proposal, with #1 the most relevant and #5 the least relevant.

1. Canada
- 2.
- 3.
- 4.
- 5.

Revisions since previous application

Summary of Proposal

Comics aren't just for kids anymore. With the explosion of the popularity of graphic novels over the past decade, our study investigates the uses that adult readers make of such texts, and in particular, adults readers who desire to become teachers.

Using graphic novels as our objects of inquiry, and emphasizing the rhetorical strategies of multimodality, this proposed research aims to address how the aesthetic experience of reading comics explicitly focused on adolescent life may be enjoyable, educative, and meaningful for adults becoming teachers. While numerous contemporary educational researchers have heralded the use of comics in the classroom, the emphasis of their enthusiasm is typically reserved for its instrumental uses in pedagogical spaces with adolescent and child readers. Noticing a dearth in empirical studies that focus on how actual readers make sense of the multimodal design of graphic narratives, our research joins in the contemporary conversation of the productive uses of comics in educational environments, but shifts the direction away from young adults and children, and toward the reading experiences of preservice teachers (at the University of Alberta) and undergraduate students (at the

Ontario College of Art and Design) intending to enroll in teacher education programs in the future. Since adult readers often underestimate the skills required to access the narrative complexities and ambiguities of comics, this study promises to make conspicuous the typically unacknowledged processes involved in reading such works. In theorizing this project's social significance, we will turn to a psychoanalytic theory of reading experience, and in particular, Winnicott's (2005) theory of play, transitional objects and cultural experience. Along with exploring the interplay of psychoanalytic knowledge and theories of cultural reception, this project will also employ theoretical frames from new literacy studies, building on previous research around embodied reading, collaborative reading, and multimodal literacies.

The proposed research has four main objectives. First, it intends to examine how adult readers of graphic narratives make interpretive sense of the textual form of comics, which asks them to incorporate experiences of both a spontaneous and contemplative nature. Second, it aims to consider the embodied nature of collective literacy formations, in the particular context of interpreting multimodal texts. Third, it will work with two differently situated groups of readers, to investigate how their practices of symbolization, and their co-construction of knowledge, speaks to their projected position and emotional development as future educators. Finally, as a way to bridge the distance between our research sites, we will develop a methodology of written correspondence, of words and images, across our locations of data collection, and—interpreting this data—questioning between the lines of what is said and what is left unsaid in our participants' responses. This proposed research is envisioned as a two-year project, involving three occasions for data collection: paired and individual interviews, focus groups, and cross-site reflective correspondence.

The results of this study will be published in both academic and professional journals, and presented at numerous national and international conferences in Literacy Education, English Literature, and Teacher Identity and Development. Our findings will also be of interest to groups outside the academic community, such as practicing teachers and librarians.

Roles and Responsibilities

The PI and CI, David Lewkowich and Michelle Miller, have developed their research programs around the idea that reading involves a complex set of interpretive practices, simultaneously requiring a number of diverse and interconnected elements: the social and the individual, the psychic

and the physical, the emotional and the cognitive, and memory and desire; “always an interpretation of lived, remembered, and projected experiences” (Sumara & Davis, 1998, p. 78). While both researchers will share the responsibility of developing the conceptual framework for this proposed research, each will take on the task of carrying out the organizational details at their respective institutions.

This proposed study speaks to a research area of longstanding interest for Lewkowich, and though his previous work has focused on young adult literature, rather than comics and graphic narratives, he offers a research background well versed in exploring experiences of collaborative reading in teacher education (Lewkowich, 2014, 2015a, 2015b, 2016a), while also considering the emotional life of reading in the discursive context of curriculum studies (Lewkowich, 2009, 2011, 2012, 2013, 2016b; Robertson, Lewkowich, Rottman, 2010). Lewkowich’s SSHRC-funded doctoral study, which builds well into this proposed study, focused on the uses of reading in learning to teach, and the ways in which social engagements with young adult literature can foster a productive engagement with preservice teachers’ desires, fantasies and anxieties.

As a new professor, Lewkowich teaches classes in English Language Arts and Curriculum Theory, and in the spring and summer of 2016, he will be teaching two classes directly related to the area of this proposed research: 1) Adolescence and The Teacher, which will focus on a range of issues, including adolescent development and identity formation, adolescent sexuality, adolescent popular culture, adolescent literacies, and the cultural construction of adolescence; and 2) Reading Adolescence in/and Graphic Novels, which will examine, through a guided practice of close reading, how particular arrangements of reading work to construct particular understandings of adolescence, as well as how the adult reader, in their textual interpretations, are called into strange relation with their own adolescent past. The development of these classes will offer the PI a chance to further refine his conceptualization of the potential for reading about adolescence in the context of multimodal literacy engagement and teacher education.

Finally, the PI has recently been awarded an internal Support for the Advancement of Scholarship (SAS) research grant (\$6000) through the Faculty of Education at the University of Alberta, for a project entitled Comics and Readers: Teacher Education and Encounters with Graphic Narrative. In this project, which will act as a pilot study for the proposed research, the PI will work with six preservice teachers who self identify as readers of comics. In addition to supporting a pilot study, part of this research funding will also allow Lewkowich to travel to Toronto in May 2016 to attend the Toronto Comics Arts Festival (a week of comics related events, including readings, presentations, panel discussions, and gallery shows), tour the secondary research site (at

OCADU), and initiate a series of research-planning meetings with Miller.

Upon securing IDG research funds, Lewkowich will:

- Hire, train, and work closely with a GRA at the University of Alberta.
- Prepare the REB ethics review at the University of Alberta.
- Take the lead on organizing and scheduling research planning meetings.
- Interview the participants and run the focus groups at the University of Alberta.
- Take the lead in theorizing the categories for coding and data analysis.
- At the project's completion, take the lead in conceptualizing conference presentations and co-authored publications for peer review.

In her dissertation study, *Reading Through the Doldrums: Engaging Adolescence Reparatively With/In Contemporary Coming of Age Comic Texts* (2015), Miller explored, through analyzing her own close reading practices, the interpretive possibilities inherent in working with graphic narratives. Uniting psychoanalysis, comics theory, queer theory, and affect theory, this previous study provides important theoretical background for the practices of reading we aim to promote in this proposed project. In using comics to explore the emotional landscapes of adolescent girlhood, this dissertation worked to understand the complex theories of human development contained in comic representations of adolescent life. This study also ended on a call, picked up in this proposed project, to more thoroughly incorporate comics in our educational practice; not exclusively as texts to teach young people, but for reading experiences in which, as adult educators, we are also ourselves implicated.

In addition to her dissertation research, Miller has participated in a number of qualitative research projects. From 2010 to 2014, she served as Project Manager on the SSHRC-funded study *Affective Beginnings: Lesbian, Gay, Bisexual and Transgender Issues in Teacher Education*. In this position, Miller received anti-oppressive research mentorship from Drs. Jen Gilbert, Jessica Fields, Nancy Lesko and Mary Lou Rasmussen. In addition to managing the project's administrative work, she managed a team of graduate students from York University, Teachers College at Columbia, San Francisco State University and Monash University, facilitated focus group meetings and analyzed visual and text-based data. This experience will be invaluable to the proposed project's multi-site plan. In addition, her Masters project, "Posters of a Girl: On the Cultivated Public Image of the Miss G__ Project," (published as a monograph by Scholar's Press in 2006, entitled *Branding Miss G__: Third Wave Feminists and the Media*) involved the analysis of a series of focus group interviews. With guidance from Dr. Rebecca Coulter, Miller developed a feminist

research praxis which will heavily influence the proposed project's emphasis on collaborative participation.

Upon securing IDG research funds, Miller will:

- Hire, train, and work closely with a GRA at OCADU.
- Prepare the REB ethics review at OCADU.
- Participate in research planning meetings.
- Interview the participants and run the focus groups at OCADU.
- Contribute to theorizing the categories for coding and data analysis.
- Contribute as a co-author to conference presentations and peer-reviewed publications.

As both Lewkowich and Miller are not currently involved in any other research projects, 100% of their research time will be devoted to this study.

Roles and Training of Students

To help with the proposed research, we plan on hiring one graduate research assistant (GRA) at each of our institutions. Participation as a GRA will complement the academic and professional training available to students at the University of Alberta and at OCADU. In each year of the project, a doctoral graduate research assistantship will be offered to a Phd student in the the Department of Secondary Education at the University of Alberta. The PI's department has agreed to cover half of the costs associated with this hire. As host institution of the Canadian Centre for Research on Literacy, the Faculty of Education at the University of Alberta is well poised to offer a wealth of training in literacy-based research initiatives. At the Ontario College of Art and Design University (OCADU), a research assistant will be hired from the interdisciplinary Master's program in Art, Media and Design, which combines academic study with creative practice in artistic endeavour and aesthetic design. Preference will be given to a student with interest in researching some aspect of graphic narratives. OCADU offers multiple classes on the creation and interpretation of comic texts, attracting students who wish to work in this form. Throughout the project, we will train our graduate research assistants (GRAs) to participate in data collection, analysis and dissemination. Together, researchers are prepared to offer training in curriculum theory, feminist and anti-oppressive research methodologies, focus group research, narrative analysis, human subjects protection, research ethics, and academic and community dissemination. The GRAs will assist in the development of the focus group questionnaire, support the PI's and CI's local recruitment efforts, coordinate the sharing of participants' correspondence, help prepare the ethics

review, conduct library research, contribute to the development of the focus group protocol, transcribe the interviews and focus groups, and aid in research analysis. GRAs will also gain experience working with an interdisciplinary team of researchers, facilitating communication between participants in departments of English and Education. Specific tasks will include coordinating sites and other logistics, supporting recruitment of participants, co-facilitating focus groups with the PI, and conducting preliminary data analysis. GRAs will receive close supervision and ongoing training from the PI and the CI in qualitative research methods and interdisciplinary research. We see these skills as essential for building relevant knowledge in methodologies, and critical and theoretical frameworks for both education and arts and culture research. GRAs will also be able to present aspects of the research at professional conferences, supporting the co-authoring of multiple papers for both academic and non-academic (or professional) audiences.

Knowledge Mobilization Plan

This project will advance discipline knowledge via presentations at academic conferences, publications in peer-reviewed journals, and symposia in teacher education programs in Alberta and Ontario. For conferences and journal articles, we will focus on three areas: the use of comic texts in education, the emotional experience of learning to teach, and our research methodology. We will present papers in each year of the project to conferences across North America: to SIGs in Curriculum Studies, Literacy Research and Teacher Education at the Canadian Society for the Study of Education annual meetings; and to the Div. B meetings of the American Educational Researchers Association. Additionally, in the second year of the project, we will present our research at the Canadian Society for the Study of Comics conference, which is held every year in Toronto, as part of the Toronto Comics Art Festival (TCAF). We will publish (at least) three co-authored articles on our research in peer-reviewed journals, such as *Changing English*, *The Journal of Adolescent and Adult Literacy*, *the Journal of the Canadian Association for Curriculum Studies*, and *The ALAN Review*. We will also publish smaller research articles in professional publications such as the *Alberta Teachers' Association Magazine*, and *Our Schools Ourselves*. We will present our research to teacher candidates and teacher educators in the Faculty of Education at the University of Alberta, the University of Toronto (OISE), and York University. Because our research is collaborative, we will invite participants to join us at these presentations, and share their insights on reading comics together as a self-reflexive public practice. Further, we will present to teacher associations in both Toronto and Alberta in order to engage with practicing teachers. Lastly, we will offer workshops at Teacher Librarian Day in 2018, a full day event at TCAF.

Expected Outcomes

Scholarly Benefits

Indicate up to three scholarly benefits of the proposed project. (required)

1. Enhanced curriculum
2. Enhanced theory
- 3.

Summary of Expected Scholarly Outcomes

Curriculum: Given the emphasis on new modes of visual representation across the curricula of teacher education programs in Canada (and in provincial curriculum documents), this study promises to renew and enliven a necessary discussion about how adult readers interact with representationally ambiguous texts. If students studying to become teachers hope to engage the potential of multimodal narrative complexities with their future students, it is essential they first become acquainted with the indeterminate experience of reading such texts themselves. The results of this study will have multiple implications for curricula of reading, reception, and teacher education across Canada.

Theory: Working with readers of graphic novels, our development of a psychoanalytic theory of multimodal reading experience will emphasize the ways in which reading persists as an emotional endeavour, where memory, desire, and emergent, professional identity are essential elements of the interpretive process.

Societal Benefits

Indicate up to three societal benefits of the proposed project.

1. Cultural outcomes
2. Critical knowledge
3. Enhanced professional practice

Summary of Expected Societal Outcomes

Cultural outcomes: Through reconceptualizing literacy as a contextual, moving target that no longer resides in the sphere of words alone, our study will work with adult readers in the enactment of a reading experience that mirrors the function of becoming a literate citizen in the context of our contemporary media landscape.

Critical knowledge: Our study expands the critical knowledge of reading in a world where images, identities and words invariably converge.

Enhanced professional practice: The modes of reading and dialogue proposed in this study will work to encourage teachers to develop their literacy skills as a means of personal expression, metacognition, relationship building, and critical thinking.

Audiences

Indicate up to five potential target audiences for the proposed project.	<ol style="list-style-type: none"> 1. Postsecondary institutions 2. Scholarly associations 3. Postsecondary students 4. Academic sector/peers 5.
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Summary of Benefits to Potential Target Audiences

Teacher Educators: The outcomes of this study will enable university-based teacher educators to work more confidently with their students in the development of literacy competencies with multimodal texts, and also, to use such texts as a means of fostering professional identity development.

Researchers in Literacy Education: the results of this study will encourage researchers to identify new and creative modes of reading and identification experienced in encounters with comics and graphic narratives, at times markedly different from those inspired in word-based texts. Our methodology of written correspondence might also inspire new forms of thinking about research across geographical divides.

Preservice (and Practicing) Teachers: For teachers working with young people, the findings of this study will reveal how reading comics is a complex, hybrid task of literary engagement, appropriate for readers at all levels, and not to be limited to struggling or reluctant readers alone.

Funds Requested from SSHRC

Year 1

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Undergraduate			

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Masters	2	\$9,100.00	In the first year of this project, we will hire one Master's student, at OCADU, to aid in recruitment, preparing the ethics review, transcription work, conducting library research, and interview and focus group scheduling and facilitation. OCADU Master's GRA: 35/hr x 10hrs week (for 26 weeks): 9,100.00
Doctoral	1	\$7,548.00	In the first year of this project, we will hire one PhD student in the Department of Secondary Education at the University of Alberta, to aid in recruitment, transcription work, preparing the ethics review, conducting library research, and interview and focus group scheduling and facilitation. 10 hrs/week, two 4-month terms, \$13,600 + \$1496: \$15,096 (half of this salary will be paid by the PI's department)
Subtotal		\$16,648.00	
Non student salaries	Number	Amount	Justification
Postdoctoral			
Professional/Technical Services			
Other			
Subtotal		\$0.00	
Travel and Subsistence Costs for Research	Number	Amount	Justification

Personnel costs

Student salaries and benefits/Stipends	Number	Amount	Justification
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Applicant/Team Member(s)	2	\$2,480.00	Each researcher will travel once a year to the other's institution/research site. In the first year, the purpose of travel will be to help facilitate the first focus group meeting and to conduct training with GRAs. Lewkowich: \$700 flight (Edmonton to Toronto), \$390 accommodation (3 nights, \$130 per night), \$150 food and incidentals (3 days, \$50 a day). Miller: \$700 flight (Toronto to Edmonton), \$390 accommodation (3 nights, \$130 per night), \$150 food and incidentals (3 days, \$50 a day).
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Student(s)			
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Subtotal		\$2,480.00	
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Travel and Subsistence Costs for Dissemination	Number	Amount	Justification
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Applicant/Team Member(s)	2	\$5,843.00	At the end of the first year, (once all data collection has been completed, and we have started our preliminary analysis), researchers will attend two academic conferences to disseminate preliminary findings. All costs include flight, accommodation, food, incidentals, & registration. PI: CSSE 2017 (5 nights Toronto, May 27-May 31): \$1850 AERA 2017 (5 nights San Antonio, April 27-May 1): \$1845 CI: CSSE 2017
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Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
			(Toronto, no travel required): \$250 AERA 2017 (5 nights San Antonio): \$1898
Student(s)			
Subtotal		\$5,843.00	
Other Expenses		Amount	Justification
Supplies		\$800.00	Postage (from OCADU): \$200 Various other office supplies (envelopes, journals for participants' responses, writing materials etc.): \$200 Photocopying Costs (for CI): \$200 Toner for CI's Printer: \$200
Non-disposable equipment		\$3,930.00	Two Macbook Pros, for PI and CI (Apple MacBook Pro 13" Dual-Core Intel Core i5 2.7GHz Laptop With Retina Display): \$1800 x 2: \$3600 An external hard drive to archive all focus group data: \$300 Two USB data keys: \$30
Incentives and Supplies for Focus Groups		\$4,460.00	Graphic novels for participants, PI, CI, and GRAs: \$2280 Food and beverages for focus group meetings: 14 x \$70 = \$980 \$100 gift certificate for a local comic bookstore for each participant, which will be given to them at the end of the study. This will be used as an honorarium to thank them for their involvement in the study, and to help them in building their own classroom comics library: \$1200.00

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Subtotal		\$9,190.00	
Grand total year 1	\$34,161.00		

Year 2

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Undergraduate			
Masters	1	\$9,100.00	In the second year of this project, we will hire one Master's student, at OCADU, to aid in coding, data analysis, and co-authoring of research papers. OCADU Master's GRA: 35/hr x 10hrs week (for 26 weeks): 9,100.00
Doctoral	1	\$7,548.00	In the second year of this project, we will hire one PhD student in the Department of Secondary Education at the University of Alberta, to aid in coding, data analysis, and co-authoring of research papers. 10 hrs/week, two 4-month terms, \$13,600 + \$1496: \$15,096 (half of this salary will be paid by the PI's Department)
Subtotal		\$16,648.00	
Non student salaries	Number	Amount	Justification
Postdoctoral			
Professional/Technical Services			
Other			
Subtotal		\$0.00	

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Travel and Subsistence Costs for Research	Number	Amount	Justification
Applicant/Team Member(s)	2	\$2,480.00	Each researcher will travel once a year to the other site. In year 2, travel will be to plan and conduct data analysis and knowledge dissemination, as well as to present research at each institution (University of Alberta & OCADU). Lewkowich: \$700 flight (Edmonton to Toronto), \$390 accommodation (3 nights, \$130/night), \$150 food and incidentals (3 days, \$50/day). Miller: \$700 flight (Toronto to Edmonton), \$390 accommodation (3 nights, \$130/night), \$150 food and incidentals (3 days, \$50/day).
Student(s)			
Subtotal		\$2,480.00	
Travel and Subsistence Costs for Dissemination	Number	Amount	Justification
Applicant/Team Member(s)	2	\$7,990.00	In year 2, researchers and GRAs will present their findings at three academic conferences. All costs include flight, accommodation, food, incidentals, & registration. PI: CSSE (Cdn. Society for the Study of Education) 2018 (5 nights Regina): 1500 AERA (American Educational Research Association) 2018 (5 nights New York): 1795 CSCS

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
			(Cdn. Society for the Study of Comics) 2018: (2 nights Toronto): 1080 CI: CSSE 2018 (Regina): 1875 AERA 2018 (5 nights New York): 1595 CSCS 2018 (Toronto): 20
Student(s)	3	\$5,110.00	In year two, GRAs will attend multiple conferences as co-authors of papers. GRA from University of Alberta CSSE (Cdn. Society for the Study of Education) 2018 (5 nights Regina): \$1530 AERA (American Educational Research Association) 2018 (5 nights New York): \$1730 GRA from OCADU CSSE 2018 (5 nights Regina): \$1830 CSCS 2018 (Cdn. Society for the Study of Comics) (Toronto): \$20 registration (no travel needed)
Subtotal		\$13,100.00	
Other Expenses		Amount	Justification
Supplies		\$400.00	Photocopying: \$200 Toner for Printers: \$200
Non-disposable equipment			
Subtotal		\$400.00	
Grand total year 2		\$32,628.00	
Grand total		\$66,789.00	

Funds from Other Sources

You must include all contributors (e.g., individuals, not-for-profit organizations, philanthropic foundations,

Personal information will be stored in the Personal Information Bank for the appropriate program.

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private sector organizations) that are providing contributions for the project. Indicate whether or not these contributions have been confirmed.

If a funding source is not listed, you must:

- (a) type the source name in Funding Source
- (b) identify the contribution type
- (c) enter an amount.

If you have received, from a single funding source, more than one contribution of the same type (e.g., cash) and confirmation status, you must combine these into one entry (e.g., two \$20,000 confirmed cash contributions from a university become one \$40,000 confirmed cash contribution).

For examples of Canadian and international sources of eligible cash and/or in-kind support, see [SSHRC's Guidelines for Cash and In-Kind Contributions](#).

Note: All contributions must be indicated in Canadian currency.

Funding Source	Contribution Type	Confirmed	Year 1	Year 2	Total
					\$0.00
Details					
					\$0.00
Details					
					\$0.00
Details					
					
Grand total			\$0.00		

DESCRIPTION OF ACTIVITY

Introduction: While the past decade has seen a dramatic shift in the public perception of comics—with graphic novels winning some of literature’s highest honours—within the field of education, these texts have rarely been treated as powerful objects of literary merit, worthy of adults’ consideration.

Educational research on comics nearly always focuses exclusively on its instrumental possibilities (Brozo & Mayville, 2012): how reading such texts can be used in the classroom, as a “complementary learning aid” (Cirigliano, 2012) for struggling readers “in the delivery of mainstream curricular content” (Sabeti, 2013, p. 835). Comics are prized in education for the encouraging possibilities they might raise in young people’s learning environments: scaffolding the literacy skills of ESL learners and reluctant readers (Bitz 2004; Chun 2009); encouraging boys to read (Brozo, 2012; Hughes, King, Perkins & Fuke, 2011); enlivening history curricula (Christensen, 2006; Clark, 2013a; Decker & Castro, 2012), introducing social justice and multicultural content (Botzakis, 2013; Robbins, 2015; Schwarz, 2007); and helping to prepare young people for the increasingly visual marketplace (Gillenwater, 2014; McVicker, 2007; Monnin, 2010). While there is a substantial body of research on the use of comics in teacher education (Cervetti, Damico, & Pearson, 2006; Clark, 2013; Clark & Camicia, 2014; Herbst, Chazan, Chia-Ling, Vu-Minh, & Weiss, 2011; Williams & Peterson, 2009), this research focuses on teaching future students rather than on how the aesthetic experience of reading comics might be enjoyable or educative for adults. When adults appear in the research, they are either poor readers of comics (Mackey & McClay, 2000), or hoping to enliven their classroom pedagogy (Simon, 2012). Our research joins in the conversation of the productive uses of comics in education, but shifts the direction away from young adults and children, and toward the reading experiences of preservice teachers (at the University of Alberta) and undergraduate students (at the Ontario College of Art and Design) intending to enroll in teacher education programs. Building on previous research around embodied reading (Orbán, 2013; Sumara, 1998; 2002), collaborative reading (Kooy, 2006; Strong-Wilson, 2008), close reading (Freeman 2010; Gallop 2000; 2007), and multimodal literacies (Jewitt, 2008), we aim to discover what adults with the ambition to educate have to gain from engagements with comics. More to the point, we ask: If, as Birkerts (2007) writes, “we address the work according to what we need” (p. 21), what can the experience of reading the hybrid nature of contemporary coming-of-age comics teach us about the emotional life of teaching and learning? And, in their close readings of graphic narratives, how do future educators narrate their fears, anxieties, desires and dreams about educational life?

Objectives of the Project:

This proposed project aims to:

- Examine how readers of graphic narratives make interpretive sense of the textual form of comics, which asks them to incorporate experiences of both a spontaneous and contemplative nature;
- Consider the embodied nature of collective literacy formations, working with multimodal texts;
- Work with two differently situated groups of readers, reading texts whose focus is on adolescent life and educational situations, to investigate how their practices of symbolization, and their co-construction of knowledge, speaks to their projected position as future educators;
- Develop a methodology of written correspondence, of words and images, across research sites, and—interpreting this data—questioning between the lines of what is said and what is left unsaid;

Envisioning our research sites as spaces devoted to developing conversations on the limits, possibilities, and relationships in education, we ask the following research questions:

- In the context of a social environment of reading, how do adult readers of multimodal texts contend with the plurality of aesthetic devices that characterize the graphic narrative?
- What do future educators from diverse academic backgrounds have to teach one another—and us—about the nature of representations of teaching and learning, and of using hybrid texts as the grounds for thinking about education as concept and practice? What possibilities emerge when we ask these students to read, write and create images, both separately and together?

· How might we, as researchers interested in the emotional life of reading, teaching and learning, make meaning out of our participants' focus group discussions, reading reflections, panel reconstructions and correspondence? What are the methodological possibilities for using comics as a way to allow readers to access their emotional development as future educators?

Context: Using graphic narratives as objects of inquiry, this proposed study—emphasizing the rhetorical strategies of multimodality—will work with two differently situated groups of undergraduate students, to help make evident the considerable knowledge required of adult readers of graphic novels. Despite a reluctance in education to treat comics as texts of interest to adults, theorists are recognizing that these texts are intrinsically complicated. Featuring an often-ambiguous presentation of narrative linearity (King, 2015) and “history of resistance and boundary-pushing” (Maguire, 2013, p. 57), many have argued that the art form’s “inherent uncertainty” (Nodelman, 2012, p. 440) may be its greatest strength (Hatfield, 2009). Its hybrid structure—pushing forward in time, across gaps in space and meaning where the reader is compelled to draw connections—allows for an interpretive freedom unparalleled in word-based texts, encouraging readers “toward a greater comfort with open-endedness and ... ambiguity” (Cromer & Clark, 2007, p. 581), attributes necessary for educators hoping to engage students with diverse and challenging material (Greene, 1995; Mishra Tarc, 2015). Despite the enthusiasm that educators may demonstrate for graphic novels, “few empirical studies have asked how actual readers interact with their multimodal design to construct literary meaning” (Connors, 2012, p. 28), and despite a number of recent interventions (Boldt, 2009; Dallacqua, 2012; Mathews, 2011), a gap continues to persist between enthusiasm and enactment. Since adult readers—and teachers—often underestimate the skills required to access the narrative complexities of graphic texts, this study promises to make conspicuous the typically unacknowledged processes involved in reading such works.

In theorizing this project’s social significance, we turn to a psychoanalytic theory of reading experience (Britzman 2015; Brooks, 1984; Felman, 1985; Salvio, 2007), and in particular, Winnicott’s (2005) theories of play, transitional objects, and cultural experience. If we think of reading as an encounter in an “intermediate area between the subjective and that which is objectively perceived” (p. 4), conceptualizing such experiences as a form of play will allow us to explore the interaction of textual form and reader identity. For Gunning (2014), since comics require an active mode of interpretation, studying their formal elements alone ignores their inherently dynamic nature: “they must be read to be experienced” (p. 46). In this proposed research, the educational position of our participants implies that the ways they read, the meanings they produce, and the representational choices they make, will speak to the unconscious dynamics involved in the development of their emergent professional identities.

Multiple writers (Beavis, 2013; Kukkokken, 2011; McCloud, 1993; Schwarz, 2013) have pointed to the ways in which meaning in comics is generated through the multimodal play of absence/presence and incompleteness (Cope & Kalantzis, 2000; Kress & van Leeuwen, 2001). For Jacobs (2007), thinking about graphic narratives in terms of multimodality allows us “to move beyond seeing the reading of comics as a ... simplified word-based literacy” (p. 19). Instead, as Jewitt (2008) notes, “meanings are made ... through many representational ... resources, of which language is but one” (p. 246). Following work in new literacy studies (New London Group, 1996; Rowsell et al., 2008), we understand literacy as a situated, mobile phenomenon and practice, contingent on the cultural, institutional and social contexts in which acts of reading and representation take place (Street, 1984; Gee, 1992, 2003). Paying attention to these intersecting contexts enables us to explore the meanings that readers produce in their interactions with the words, images, elisions, structural ambiguities, and uncertain sequences of comics. More than simply a matter of individual engagement, this study will examine how the collaborative nature of reading affects the substance of textual interpretation, aligning our work with numerous theorists working with reading groups as sites of literary engagement (Blackburn & Clark, 2011; Bonner & Tarter, 1999; Burwell, 2007; Twomey, 2007). As a “community of practice” (Devlin-Glass, 2001), such social spaces also make manifest the ways in which reading itself is a liminal act, between the private, the textual and the social (Flint, 2006; Long, 2003).

Methodology: As “the semiotic resonance” (Sabeti, 2012, p. 196) of comics suggests both a playful style of reading (Joseph, 2012), and a slowed down reading, encouraging care and patience, we seek to develop a methodology that captures two different, though equally important and often simultaneous reading experiences: the spontaneous and the contemplative. Envisioned as a two-year project, this qualitative study will employ a mixed methods approach, involving three occasions for data collection: interviews, focus groups, and cross-site reflective correspondence. Looking at the ways in which comics encourage spontaneous *and* contemplative experiences, our methods also seek to understand how graphic narratives function as literature, usable as a representational space for existential contemplation. Studying the reading of such necessarily “incomplete” narratives (Chute, 2011)—“incomplete,” since they require the reader’s embodied and active interventions—demands that we incorporate a similarly hybrid structure in our research inquiries. Our methodological approach is therefore guided by the idea that reading involves a meeting of the reader’s intellect (or their conscious mind), and their dreaming, unconscious, emotional selves. Following the PI’s previous work into the unconscious effects of reading experience (Lewkowich, 2016a), we are concerned with the ways in which desire and its mirror, anxiety, manifest in language and other representational forms. Our research participants (six at each research site) will be drawn from classes in Secondary English education at the University of Alberta, and from classes in Liberal Arts at OCADU. With the latter group, we will be looking for potential participants who have expressed an explicit desire in studying to be a teacher after their degrees in art and design.

1. Interviews: Following Pitt and Britzman (2003), we argue that reading experience represents “an exemplary site where the crisis of representation that is outside meets the crisis of representation that is inside” (p. 756). As such, we will conduct one preliminary interview with each participant, looking at how they use language to describe their experiences of reading. These semistructured, in-depth, issue-oriented interviews will allow us to build a history of the participants’ reading practices, their knowledge of comics, educational experiences, and their sense of themselves as future educators. In the second year, after the focus groups have been completed, we will conduct a series of paired, exit interviews, which will help us understand what the participants learned over the course of the project, as well as to establish a deeper context to the representational forms through which they responded to the graphic texts. As these final interviews will be paired, they will also allow for a greater degree of conversation amongst the participants themselves, following the interpretivist understanding that cultural meaning is “constructed in language and interaction” (Tillman-Healy, 2003, p. 732).

2. Focus Groups: Over the course of the first year, our respective groups will meet a total of seven times, with each meeting centered around a different comics text. While referred to as “focus groups,” these meetings could also be labeled “literature” or “response circles” (Cherland, 1995): researcher-initiated, socially dynamic situations in which participants meet to discuss their experiences and thoughts about the text at hand, “not merely responding to questions posed by a researcher but ... also *responding to each other* and the group dynamic as a whole” (Hesse-Biber & Leavy, 2011, p. 166). As such, the structure of these groups allows for reading, as a social event, to become an unpredictable, embodied and relational space of transition and discovery, where “readers transfer onto *their experience of* representational forms important unfinished, ongoing business pertaining to emergent identity” (Robertson, 1994, p. 18). Following the tradition of reader response theorists (Rosenblatt, 1978; Iser, 1978)—who argue that “meaning is not something in the text or the reader” (Sumara, 1996, p. 110), but evoked through the reader’s interpretive moves—we employ this social structure as a method of inquiring into the potential relations of reading and emergent identity (Florio-Ruane, 2001).

For Winnicott (1984), “If we are talking about adolescence, we are talking about adults ... because people are not just their own age; they are to some extent every age, or no age” (p. 137). Following this paradoxical claim, our research stages a collaborative encounter between future educators and representations of adolescence, as a way to learn more about the work of becoming a teacher, and the emotional landscapes of teaching and learning. We have chosen to work with such representations as a means to investigate the “every age, or no age” of future teachers, who are themselves situated in

complex relation with their emergent teaching identities. We see in adolescence a metaphor for the kinds of conflicts that arise in early teaching; for Britzman (2012), “Encounters with adolescence ... take us to the heart of phantasies of learning to teach with others” (p. 273). The developmental stage of adolescence also contains a psychical shift that Winnicott (1986) characterizes as aggression: to become adults, adolescents must psychically inhabit the place of their parents. In becoming teachers, students must commit a similar form of aggressive replacement: reworking the fantasies of their past, and in doing so, taking the place of their teachers. For both adolescents and future teachers, this aggressive developmental task calls up infantile conflicts of independence (and dependence) that are inherently difficult to manage. In asking future teachers to read and respond to representations of adolescence, we will therefore be aiming to engage these conflicts, and developing a sense of the kinds of support—or, as Winnicott terms it, “containment”—that future teachers require to survive the difficult work of developing a teacher identity. In effect, we seek to engage the ways in which reading with others can function as a reparative practice (Segal, 1973), and following Grumet (1998), we see reading with others as a way to consider anew the losses by which we are also simultaneously constituted: the “boundaries and exclusions that sustain our social identities” (p. 27).

In their work with comics, we will ask the participants to interpret scenes of adolescence and schooling alone and together, privately and publicly, and to respond to the literature aloud, in writing, and by fashioning their own images. As a site of research as praxis (Lather, 1986), these methods of self-reflection will work with participants building a sense of their teaching selves, as they collaborate in the complex work of reading, narration, teaching, and adolescence. Over the course of this study, participants will read seven texts, focusing on adolescence and educational environments: Tamaki and Tamaki’s (2008) *Skim*, Yang’s (2006) *American Born Chinese*, Wilson and Alphona’s (2014) *Ms. Marvel: No Normal*, de Forge’s (2016) *Big Kids*, Dalrymple’s *The Wrenchies*, Barry’s (1992) *My Perfect Life*, and Lapp’s (2008) *Drop-In*.

3. Cross-site Reflective Correspondence: As our final method, we will involve the readers in a written and visual correspondence across research sites, establishing a “long-distance collaboration” (Lee & Gregory, 2008, p. 32) that—in taking time to reflect on the ways in which meaning in reading emerges unpredictably—might provoke the participants to proliferate, reconsider, and further articulate their attachments in reading experience. By asking them to inhabit a space of recursive identification, we anticipate that the participants will approach their reading less as an impulsive act, and more as a “dilatory” gesture: “where the problems posed to and by initiatory desire are worked out and worked through” (Brooks, 1984, p. 92). Though the participants will be situated in different educational environments, our methodological conviction is that, rather than simply offering a space for comparative analysis, this correspondence will serve to engage this difference productively, in what Milner (2010) calls “a dialogue relation between two differences” (p. 133): creating something new in the gap between different educational experiences, knowledges of aesthetic form, and intellectual commitments.

At the end of the first group discussion, which will have positioned our readers in a space of spontaneous speech and embodied interaction, we will move into an activity of contemplative response, asking each to compose a letter to another reader, located across the country and in a markedly different educational situation. Explicitly intended as “a qualitative method for ... collaborative research” (Pithouse-Morgan et al, 2012, p. 43), we see these letters as reflecting the “socially performative” (Britzman, 1998, p. 85) nature of reading practices. Each reader will be assigned a partner across the country, to whom they will address their correspondence. As a collaborative and “co-operative inquiry” (Reason & Heron, 2001), and following Leggo’s (1997) advice that, “the responsive reader is a problem maker” (p. 38), the readers will be asked to compose a letter responding to the subsequent, problematizing prompts: Following your discussion of this graphic novel, what are the questions that continue to linger? What did you find most compelling, pleasurable and exciting about this text? In relation to content and form, how was this reading a challenging experience? As part of this letter, the participants will also be asked to introduce and describe themselves, making their personal

circumstances an important element of the overall, interpretive process. Lastly, and following Milner's (2010) suggestion that drawing allows the "mind and body [to meet] in expressive action" (p. 86), we will have our readers include, from memory, a visual representation of their favourite scene, panel, or group of panels. By drawing this scene without referring back to the text, our hope is that the readers will allow their readings to interact with (Richardson & St. Pierre, 2005), and be shaped by, memory and desire: "a process of giving to it something that came from within oneself" (p. 31). Once completed, we will scan the letters (for our own records), place the originals into envelopes marked with the addressee's name, and physically mail them across the country. It is our contention that receiving a tangible textual object will allow the participants to more readily engage in authentic collaboration and dialogue. Starting at the end of the second group session, we will distribute these letters, and the participants will then continue their correspondence: responding—in words and images—to the comic they have read and discussed, the letter they received, and the drawing of a resonant scene.

Interpretations: As qualitative researchers working with psychoanalytic theory, the question of interpretation is paramount to understanding how to think of our participants' words and images as something other than conscious equivalents of unconscious feeling. Following Benjamin (1992), we argue that the unconscious presents a paradox for qualitative interpretation: as "the site of the untranslatable" (p. 144), the unconscious is resistant to interpretation, yet registers its effects through such venues as language, bodily movement, affective irruption, and social dynamics. For Robertson (1997), our ways of relating to others perform "as a vehicle [for] unconscious effects" (p. 81). In reading the words and images of others we will interpret the ways in which the unconscious structures our participants' responses to graphic narratives focused on educational life, noticing how anxiety, desire, fantasy, memory, love and aggression manifest themselves in the context of reading experience.

As Britzman (2003) proposes, "interpretive effort[s] [are] necessary because words," and, we would also add, images, "express relationships ... and hold tensions between what is intended and what is signified" (p. 35). In response to such tension, our interpretations will pay attention to two differently situated phenomena: 1) the manifest content of the participants' speech (the words they use and the intentions they describe these words as holding); and, 2) the unconscious effects of reading, registered through gaps, hesitations, stutters, tones of voice, jokes, detours, tangents, free associations, misplaced words, repeated phrases, metonymy and metaphor. Our analysis of our diverse data sets will also involve open and focused coding (Charmaz, 2004), treating the narratives that emerge in this research as necessarily "multi-dimensional, partial and critical" (Moss, 2004), reflecting the productive and essential tensions between what participants are willing to say, what they are able to say, and their suggestions of what remains unsaid. Particularly, we will also attend to reading the unconscious in visual expression, proposing, as Farley (2011) writes, "a propensity toward visuality as a mode of ... communication where words might otherwise fall short" (p. 15), which allows us to consider the unconscious desires and anxieties surrounding an emergent teaching self.

In honouring the recursive nature of comics (Chute 2008; Gardner, 2012), our analysis will actively engage the research data three separate times (Catterall & Maclaren, 1997). In our first reading, we will focus on the substance of participants' reported experiences of reading, the narratives they offer about their lives as readers and learners, and their written and drawn responses. Our second reading, which will focus on the unconscious and affective nature of participants' responses, will delve more deeply into the ineffable nature of education, as we attend to what seems to elude representation. Finally, on our third reading, we will look closely at our own status as researchers, and how we made sense of our participants' various narratives. Our focus here will dwell on moments where our interpretations have shifted, or our own affective responses have emerged as a kind of surprise.

	Task	Person Responsible	Person Assisting	Year 1 (July 2016-June 2017)												Year 2 (July 2017-June 2018)											
				Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Start Up	Recruitment of PhD Student	Lewkowich (UofA)		X																							
	Recruitment of MA Student	Miller (OCADU)		X																							
	Submission of REB Ethics Review Application (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)		X																						
	Purchase Books	Lewkowich	Miller			X																					
	Recruitment of Participants	Lewkowich & Miller	PhD & MA student				X																				
	Preliminary Interviews (at both institutions)	Lewkowich & Miller	PhD & MA student				X	X																			
Research	Project Meeting & Preliminary Focus Group (at UofA)	Lewkowich	Miller, PhD Student						X																		
	Project Meeting & Preliminary Focus Group (at OCADU)	Miller	Lewkowich, MA Student						X																		
	Focus Group #2 (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)							X																	
	Focus Group #3 (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)								X																
	Focus Group #4 (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)									X															
	Focus Group #5 (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)										X														
	Focus Group #6 (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)												X												
	Focus Group #7 (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)													X											
	Transcription Work (Ongoing)	PhD Student & MA Student					X	X	X	X	X	X	X	X	X												
	Exit Interviews (at both institutions)	Lewkowich (UofA) Miller (OCADU)	PhD Student (UofA) MA Student (OCADU)														X										
	Preliminary Analysis and Coding (Ongoing)	Lewkowich & Miller	PhD & MA student				X	X	X	X	X	X	X	X	X												
	Analysis & Dissemination	Presentation of Preliminary Findings at CSSE 2017 (Toronto) and AERA 2017 (San Antonio)	Lewkowich	Miller												X											
		Cross-Site Analysis (Ongoing) Coding and Data Analysis Meeting (UofA), and Research Presentations (for teachers, researchers, and grad students)	Lewkowich & Miller	PhD Student (UofA) MA Student (OCADU)													X	X	X	X							
		Coding and Data Analysis Meeting (OCADU), and Research Presentations	Lewkowich & Miller	PhD Student (UofA)													X										
Develop Framework for Journal Article Publications (3)		Lewkowich	MA Student (OCADU)															X									
Write Co-authored Articles (ongoing)		Lewkowich & Miller	PhD & MA student																X	X	X	X	X	X			
Present Conference Paper at AERA 2018 (New York)		Lewkowich	Miller & Phd Student																						X		
Present Conference Papers at CSSE 2018 (Regina) Present conference		Lewkowich & Miller	PhD & MA student																						X		
Paper/Workshop at Canadian Society for the Study of Comics (CSSC) 2018 (Toronto)		Lewkowich & Miller	MA Student																						X		
Submit articles for peer review		Lewkowich & Miller	PhD & MA student																								X

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Comics and The Emotional Situation of Learning to Teach (Lewkowich, IDG)

- Lewkowich, D. (2014). Fostering childish tendencies in teacher education and young adult literature: The problem of teaching ideas you love. *Changing English: Studies in Culture and Education*, 21(3), 278-287.
- Lewkowich, D. (2015a). Concealments and revealments of metaphor, love and aggression: Psychoanalytic notes on the emotional life of teacher education. *Journal of Curriculum and Pedagogy*, 12(3), 223-240.
- Lewkowich, D. (2015b). Transferences of teacher-casting and projections of redemption: Teacher education, young adult literature and the psychic life of reading. *Pedagogy, Culture and Society*, 23(3), 349-368.
- Lewkowich, D. (2016a). To enter the text as into a dream: Tracing the unconscious effects of reading experience. *International Journal of Research and Method in Education*, 39(1), 58-73.
- Lewkowich, D. (2016b). The reader's read and the dreamer's dream: Fringing the unconscious. In A. Ibrahim, N. Ng-A-Fook & G. Reis (Eds.), *Provoking curriculum studies: Strong poetry and arts of the possible in education* (pp. 161-172). New York: Routledge.
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Comics and The Emotional Situation of Learning to Teach (Lewkowich, IDG)

SUNY Press.

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- Williams, V. K. & Peterson, D. V. (2009). Graphic novels in libraries supporting teacher education and librarianship programs. *Library Resources & Technical Services*, 53(3), 166-173.
- Wilson, G. W. & Alphona, A. (2014) *Ms. Marvel: No Normal*. New York: Marvel.
- Winnicott, D. W. W. (1984). Aggression, guilt and reparation. In C. Winnicott, R. Shepherd & M. Davis (Eds.). *Deprivation and delinquency* (pp. 136-144). London: Tavistock.
- Winnicott, D. W. W. (1986). Adolescent immaturity. In C. Winnicott, R. Shepherd & M. Davis (Eds.). *Home is where we start from: Essays by a psychoanalyst* (pp. 150-168). New York: Norton.
- Winnicott, D. W. W. (2005). *Playing and reality*. New York: Routledge.
- Yang, G. L. (2006). *American born Chinese*. New York: First Second.



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Template: SSHRC

Dr. David Lewkowich

Correspondence language: English

Date of Birth: 11/03

Contact Information

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Dr. David Lewkowich

Language Skills

Language	Read	Write	Speak	Understand	Peer Review
English	Yes	Yes	Yes	Yes	Yes

Degrees

- 2009/9 - 2014/3 Doctorate, Educational Studies, Literacy and Curriculum, McGill University
Degree Status: Completed
Thesis Title: Teacher Identity, Adolescence and Reading: The Cultural and Psychic Uses of Young Adult Literature
Supervisors: Bronwen Low
- 2006/9 - 2008/11 Master's Thesis, Master of Arts (Education), Society, Culture, and Literacies, University of Ottawa
Degree Status: Completed
Thesis Title: Poaching in the Landwash: An Interrogation of Cultural Meaning in a Reading Group from St. John's, Newfoundland
Supervisors: Judith P. Robertson

Credentials

- 2006/6 Permanent Teaching Certificate (brevet d'enseignement) Québec, English Language Arts, N° BR143606, Ministry of Education, Recreation and Sports

Recognitions

- 2015/11 Graduate Excellence in Teaching Award
University of Western Ontario
Prize / Award
- 2014/6 Dissertation Award
Canadian Association for Teacher Education (CATE)
Prize / Award
- 2014/6 Dissertation Award (Honorary Mention)
Canadian Association of Curriculum Studies (CACS)
Prize / Award
- 2012/9 - 2013/9 Tim Casgrain Literacy Fellowship - 5,000
McGill University
Prize / Award
- 2011/9 - 2012/9 Herschel and Christine Victor Fellowship in Education - 10,000
McGill University
Prize / Award

2009/10 Journal of Curriculum Theorizing (JCT) 2009 Distinguished Graduate Student Paper Award
Journal of Curriculum Theorizing Prize / Award

User Profile

Research Specialization Keywords: Reading; Literature; Teacher Education; Emotions

Employment

2015/7 Assistant Professor
Department of Secondary Education, Faculty of Education, University of Alberta
Full-time, Assistant Professor
Tenure Status: Tenure Track

Research Funding History

Awarded [n=2]

2015/7 New Faculty Start-up Grant, Grant

Principal Applicant

Funding Sources:

University of Alberta

Total Funding - 7,500

2016/1 - 2017/1

Principal Applicant

Support for the Advancement of Scholarship (SAS) Operating Grant, Grant

Funding Sources:

University of Alberta

Faculty of Education, Scholarship & Research Award Committee

Total Funding - 6,000

Completed [n=3]

2015/11

Principal Applicant

Teaching and Learning Enhancement Fund, Grant

Funding Sources:

University of Alberta

Teaching and Learning Enhancement Fund

Total Funding - 2,448

2013/12 - 2015/6

Principal Applicant

Postdoctoral Fellowship; Fonds de Recherche, Société et Culture (Québec), Fellowship

Funding Sources:

Fonds de recherche du Québec - Société et culture (FRQSC)

Société et Culture

Total Funding - 64,000

2009/9 - 2013/8

Principal Applicant

SSHRC Doctoral Fellowship, Fellowship

Funding Sources:

Social Sciences and Humanities Research Council of Canada (SSHRC)

Doctoral Fellowship

Total Funding - 80,000

Course Development

2012/7	Professor / Course Developer, McGill University Course Title: Master of Arts in Teaching and Learning: Culminating Professional Seminar Course Level: Graduate
2012/1	Professor / Course Developer, McGill University Course Title: Master of Arts in Teaching and Learning: Professional Seminar Course Level: Graduate
2014/5	Professor / Course Developer, University of Western Ontario Course Title: Writing, Reading & Representing Across the Curriculum Course Level: Graduate
2015/9	Professor / Course Developer, Department of Secondary Education, University of Alberta Course Title: Curriculum and Teaching for Secondary School English Language Arts Course Level: Undergraduate
2013/9	Professor / Course Developer, Bishop's University Course Title: Readings to Promote Educational Thinking Course Level: Undergraduate
2013/1	Professor / Course Developer, University of Ottawa Course Title: Holistic and Non-Traditional Approaches to Education Course Level: Undergraduate
2014/9	Professor / Course Developer, York University Course Title: The Adolescent and The Teacher Course Level: Undergraduate
2014/5	Professor / Course Developer, University of Western Ontario Course Title: Narrative Inquiry: Teachers, Stories & Critical Pedagogy Course Level: Graduate
2014/5	Professor / Course Developer, University of Western Ontario Course Title: Master's Seminar Course Level: Graduate
2012/9	Professor / Course Developer, McGill University Course Title: Literature for Young Adults Course Level: Undergraduate
2012/6	Professor / Course Developer, McGill University Course Title: Research Methods: Philosophy and Practice Course Level: Graduate
2016/1	Professor / Course Developer, University of Alberta Course Title: Curriculum Inquiry Course Level: Graduate

Student/Postdoctoral Supervision

Master's non-Thesis [n=1]

Principal Supervisor Erin Ochoa Whelan (In Progress)
Student Degree Expected Date: 2015/9

Event Administration

Program Chair, Canadian Society for the Study of Education, Annual Conference:
Canadian Association for Curriculum Studies (SIG), Conference, 2015-09-01 -

Conference Coordinator, On Testing and Being Tested: A Novel Experiment in
Daydreaming AESA (American Educational Studies Association) preconference (held
at York University), Conference, 2014-11-01 -

Editorial Activities

2015/5 Editorial Board, Journal of Curriculum and Pedagogy

Journal Review Activities

2015/12 , Canadian Journal of Education
Number of Works Reviewed / Refereed: 1

2014/1 , Journal of Curriculum and Pedagogy
Number of Works Reviewed / Refereed: 3

2013/1 , Curriculum Inquiry
Number of Works Reviewed / Refereed: 3

Graduate Examination Activities

2015-11-03 Candidacy Committee Member, Amanda Daignault, English and Film Studies,
University of Alberta

2015-08-28 Candidacy Committee Member, Michael Lukie, Department of Secondary Education,
University of Alberta

Presentations

1. (2016). Making Sense (and Inhabiting the Non-Sense) of Writing for Publishing. Secondary Education Graduate Students' Association (SEGSA) PD Session, Edmonton, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
2. (2015). Creating a Curriculum Vitae. Future Faculty Session on "Creating a Curriculum Vitae" (University of Alberta: Faculty of Education), Edmonton, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
3. (2015). 'Wherever the Question is Going, It's Going to Weird Places': Psychoanalysis and The Perils of Love and Aggression in Teacher Education. American Education Studies Association, San Antonio, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
4. (2015). When Words Fail, In Graphic Form: Skim, Loss of Love, and The Adolescent's Desire to Sublimate. American Education Studies Association, San Antonio, United States
Main Audience: Researcher
Invited?: No, Keynote?: No

5. (2015). On the Problem of Schooling The Compulsion to Create: Sublimation and The Uselessness of "Educative Ambition". Psychoanalysis & Education Conference, Sheffield, United Kingdom
Main Audience: Researcher
Invited?: No, Keynote?: No
6. (2015). The Value of Recursivity and Regression in Teacher Education: Multimodal Literacies, Desire, and Aesthetic Form. Canadian Society for the Study of Education (CSSE), Congress, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
7. (2015). Autobiographical Inquiry and The Displacements of Forgetting: Nathalie Sarraute's Enfance as a Method of Unnatural Narrative Remembering. Canadian Society for the Study of Education (CSSE), Congress, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
8. (2015). I sweat, therefore I am (not whole unto myself): How my teaching body works to remind me of primal and primary dependence. 5th Triennial International Association for the Advancement of Curriculum Studies (IAACS) Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
9. (2015). Displacements of Forgetting and Curriculum Theory: Autobiographical Experience, Educational Collage, and Lynda Barry's Demons. American Educational Research Association (AERA), Annual Meeting, Chicago, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
10. (2015). Once Upon Blotted-Out Time: The Story of a Sweaty Teacher and his Abject Dispossession. The American Association for the Advancement of Curriculum Studies (AAACS), Annual Meeting, Chicago, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
11. (2015). A 'Forgetting Museum' in Teacher Education? The Place Where the Page Gets Thicker in Autobiographical Representation. York University: Graduate Speaker Series in Education, Toronto, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
12. (2014). Teacher Identity, Psychoanalysis, and Young Adult Literature: Transferences of Teacher-Casting & Projections of Redemption. Curriculum and Pedagogy Group, Annual Conference, New Orleans, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
13. (2014). Going Too Far, Yet Staying Very Near: The Question of Forgetting in Nathalie Sarraute's Childhood, and its Implications for Curriculum Theory and Teacher Education. Curriculum and Pedagogy Group, Annual Conference, New Orleans, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
14. (2014). Something Revolting Deceitfully Smuggled In: The Question of Forgetting, Memory Concealment, and Violent Reading in Nathalie Sarraute's Childhood. IFPE International Forum for Psychoanalytic Education, Annual Conference, San Francisco, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
15. (2014). Teacher Identity and Young Adult Literature: The Work of Projective Identification. Canadian Society for the Study of Education (CSSE), Congress, St. Catharines, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No

16. (2014). Teacher Education and Narrative Endings: Realism at the Cost of Dreaming. Canadian Society for the Study of Education (CSSE), Congress, St. Catharines, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
17. (2014). Life after Graduation: Advice and Practicalities for Successful Post-doctoral Applications. Invited panel presentation on postdoctoral funding (York University), Toronto, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
18. (2013). Catachresis: The Question of Forgetting in Teacher Education. Canadian Network for Psychoanalysis and Culture, Inaugural Conference, Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
19. (2013). Revolting and Interminable: Theorizing the Psychic Life of Reading. Canadian Society for the Study of Education (CSSE), Congress, Victoria, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
20. (2013). Screening the Past, Screening the Future: Preservice Teachers, Young Adult Literature, and the Practice of Collaborative Reading. Canadian Society for the Study of Education (CSSE), Congress, Victoria, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
21. (2013). Capturing mania as a praxis of writing: Interpretation as invention as slippage of self. Invited presentation on "Writing in the Field" (McGill Faculty of Education, Doctoral writing retreat), Montreal, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
22. (2013). Fringing the Unconscious, Yearning for Meaning: The Work of Reading and Dreaming. 6th Biennial Provoking Curriculum Studies Conference: As Strong Poets (Canadian Association of Curriculum Studies), Ottawa, Canada
Main Audience: Researcher
Invited?: Yes, Keynote?: Yes
23. (2013). "My heart awoke, and at once my body thawed": Revolting and Labyrinthine Mutations of Memory and Forgetting in Genet's *The Thief's Journal*. McGill University, English Graduate Student Association Conference, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
24. (2012). Academic Publishing and Writing. McGill Journal of Education, presentation on doctoral publishing and scholarship, Montreal, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
25. Dr. Linda Radford. (2012). Poetry and Punishment: Exploring the Pedagogical Limit-Case in Elizabeth Hay's *Alone in the Classroom*. Canadian Society for the Study of Education (CSSE), Congress, Waterloo, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
26. (2012). Insignificant Stories: The Burden of Feeling Unhinged and Uncanny in Spaces of Teaching and Learning. Canadian Association for Curriculum Studies, Pre-Conference, Waterloo, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No

27. (2012). Elizabeth Hay's *Alone in the Classroom: Learning from the Limits of Violence and Education*. 7th Annual UOttawa English Graduate Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
28. (2011). *Compelling Provocations of Language: Reading Jay-Z's Decoded as Curriculum Text*. 5th Biennial Provoking Curriculum Conference, Canadian Association for Curriculum Studies (CACS), Edmonton, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
29. (2011). *The Aesthetic, Affective Vulnerabilities of Young Adult Literature: Reading Through Structures of Feeling in Ellen Hopkins' Crank*. 5th Biennial Provoking Curriculum Conference, Canadian Association for Curriculum Studies (CACS), Edmonton, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
30. (2011). *Education Interminable and Intransigent: Emotion and Affect in Teaching and Learning. The Indiscernible*. Conference at McGill University, Art History and Communication Studies, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
31. (2011). *Running Interference: The Emotional Landscapes of Teaching and Learning. The Everyday: Experience, Concepts, Narratives* (Conference at York University, Graduate Program in Humanities), Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
32. (2011). *Slippery and Shot Through: The Persistence of Emotion and Affect in Teaching and Learning. Rosa Bruno-Jofré Symposium in Education* (Queen's University, Faculty of Education), Kingston, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
33. (2011). *The Experimental Poetics of Ellen Hopkins' Crank: Young Adult Literature and Adult Resistance. Literature on the Margins* (Université de Montréal, English Graduate Students' Society), Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
34. (2011). *A Place of Doubt and Discomfort: Education, Affect, Emotion*. McGill University, Faculty of Education Conference, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
35. (2010). *Love, Hate, and Crystal Meth: Ethical Transformations and the Uses of Teacher Narcissism in Breaking Bad*. Association for the Psychoanalysis of Culture and Society, New Brunswick, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
36. (2010). *Boredom and Education: Spaces of Elusive Quiescence and Possibility*. Canadian Society for the Study of Education (CSSE), Congress, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
37. (2010). *Burning at the Edges: Judith P. Robertson and the Provocations of Reading*. Canadian Society for the Study of Education (CSSE), Congress, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No

38. (2010). *The Choreographies of Pedagogical Desire: Impossibility and Polyphony. Playing Doctor: Performance, Trauma, and the Ethics of Psychoanalysis* (University of Toronto, Department of English), Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
39. (2010). *The Object World of the Televisual: Thinking TV Perversely and Otherwise. Performing Feminism(s): Gender and Sexuality on Display* (McGill University, Graduate Group for Feminist Scholarship (GGFS) Symposium), Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
40. (2010). *Negotiating the Impossible: Polyphonies of Teaching, Learning, and Love. Sexuality Across the Disciplines* (SUNY at Binghamton, Department of Comparative Literature), Binghamton, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
41. (2010). *The Teacher's Dream: Performances of Pedagogical Desire in Glee. The Everyday* (McGill University, Art History and Communication Studies), Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
42. (2010). *Poetry and Educational Experience: Dwelling in the Tensions of Wayman's Did I Miss Anything?. Northeast Modern Language Association (NeMLA), Annual Convention*, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
43. (2010). *The Everything and the Nothing of Poetry and Educational Experience: Dwelling in the Tensions of Tom Wayman's Did I Miss Anything?. McGill University (Faculty of Education Conference)*, Montreal, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
44. (2010). *Singing Sexualities: The Performances of Pedagogical Desire in Glee. Cinematic Desire* (CUNY Graduate Center: Cinema Studies Group), New York City, United States
Main Audience: Researcher
Invited?: No, Keynote?: No

Publications

Journal Articles

1. Lewkowich, David. (2016). *To enter the text as into a dream: tracing the unconscious effects of reading experience. International Journal of Research & Method in Education. 39(1): 58-73.*
First Listed Author
Published
Refereed?: Yes, Open Access?: No
2. Lewkowich, David. (2015). *The Nest of Sublimation: Creative Regression, Intolerable Loss and Forbidden Desire in Dale Peck's Sprout. Children's Literature Association Quarterly.*
First Listed Author
Submitted
Refereed?: Yes, Open Access?: No
3. Lewkowich, David. (2015). *Comics and The Structure of Childhood Feeling: Sublimation and The Poetry of Pretending in Gilbert Hernandez's Marble Season. Curriculum Inquiry.*
First Listed Author
Accepted
Refereed?: Yes, Open Access?: No

4. Lewkowich, David. (2015). Concealments and Revelments of Metaphor, Love and Aggression: Psychoanalytic Notes on The Emotional Life of Teacher Education. *Journal of Curriculum and Pedagogy*. 12(3): 223-240.
First Listed Author
Published
Refereed?: Yes, Open Access?: No
5. Lewkowich, David. (2015). Narrating The Slippery Simultaneities of Remembering and Forgetting: The Case of Nathalie Sarraute's *Enfance*. *a/b: Auto/Biography Studies*.
First Listed Author
Accepted
Refereed?: Yes, Open Access?: No
6. Lewkowich, David. (2015). The problem of endings in teacher education: Interpreting narratives of fictional adolescence. *International Journal of Qualitative Studies in Education*.
First Listed Author
Accepted
Refereed?: Yes, Open Access?: No
7. Lewkowich, David. (2015). Transferences of teacher-casting and projections of redemption: teacher education, young adult literature and the psychic life of reading. *Pedagogy, Culture & Society*. 23(3): 349-368.
First Listed Author
Published
Refereed?: Yes, Open Access?: No
8. Lewkowich, David. (2015). Reminders of the abject in teaching: Psychoanalytic notes on my sweaty, pedagogical self. *Emotion, Space and Society*. 16: 41-47.
First Listed Editor
Published
Refereed?: Yes, Open Access?: No
9. Lewkowich, David. (2014). Fostering Childish Tendencies in Teacher Education and Young Adult Literature: The Problem of Teaching Ideas You Love. *Changing English: Studies in Culture and Education*. 21(3): 278-287.
First Listed Author
Published
Refereed?: Yes, Open Access?: No
10. Lewkowich, David. (2013). Insignificant Stories: The Burden of Feeling Unhinged and Uncanny in Detours of Teaching, Learning and Reading. *in education*. 19(1): 62-85.
First Listed Author
Published
Refereed?: Yes, Open Access?: Yes
11. Lewkowich, David. (2012). Love, Hate, and Crystal Meth: Abjection and Teacher Narcissism in Breaking Bad. *Journal of Curriculum and Pedagogy*. 9(2): 141-157.
First Listed Author
Published
Refereed?: Yes, Open Access?: No
12. Lewkowich, David. (2012). Alone in the Classroom as Limit-Case: Reading the Circulation of Emotions in Education as Provocative Psychic Interruption. *Curriculum inquiry*. 42(4): 454-471.
First Listed Author
Published
Refereed?: Yes, Open Access?: No
13. Lewkowich, David. (2012). The Something from Within: Asking of Education's Desire and Impossibility. *Journal of Thought*. 47(3): 67-77.
First Listed Author
Published
Refereed?: Yes, Open Access?: No

14. Lewkowich, David. (2012). Technology and Curriculum: Shadows and Machines. *McGill Journal of Education/Revue des sciences de l'education de McGill*. 47(1): 19-35.
First Listed Author
Published
Refereed?: Yes, Open Access?: Yes
15. Lewkowich, David. (2011). Burning at the edges: Judith P. Robertson and the provocations of reading. *Journal of the Canadian Association for Curriculum Studies*. 8(2): 76-93.
First Listed Author
Published
Refereed?: Yes, Open Access?: Yes
16. Lewkowich, David. (2010). The Possibilities for a Pedagogy of Boredom: Rethinking the Opportunities of Elusive Learning. *Journal of Curriculum Theorizing*. 26(1): 129-143.
First Listed Author
Published
Refereed?: Yes, Open Access?: Yes
17. Lewkowich, David. (2010). The Everything and the Nothing of Educational Experience: The Poetic Vicissitudes of Tom Wayman's Did I Miss Anything?. *LEARNing Landscapes (Special Issue: Poetry and Education: Possibilities and Practices)*. 4(1): 305-317.
First Listed Author
Published
Refereed?: Yes, Open Access?: Yes
18. Robertson, Judith P. and Lewkowich, David and Rottmann, Jennifer. (2010). Saltwater chronicles: Reading representational spaces in selected book clubs in St. John's, Newfoundland. *Island Studies Journal*. 5(2): 141-164.
Co-Author
Published
Refereed?: Yes, Open Access?: Yes
19. Lewkowich, David. (2010). The interpretive movements of language and desire: Engagements of poetry and place in qualitative research. *Language and Literacy*. 12(2): 43-51.
First Listed Author
Published
Refereed?: Yes, Open Access?: Yes

Book Chapters

1. Lewkowich, David. (2016). The reader's read and the dreamer's dream: Fringing the unconscious. Ibrahim, Ng-A-Fook & Reis. *Provoking Curriculum Studies: Strong Poetry and Arts of the Possible in Education*. : 161-172.
First Listed Author
Published, Routledge
Refereed?: Yes
2. Lewkowich, David. (2015). When words and love fail: Skim and the adolescent's desire to sublimate. Nichole Grant and Kelsey Schmitz. *Radical Youth Pedagogy: Flipping the Script on the Culture of Schooling*. : 1-15.
First Listed Author
Accepted, Sense Publishers
Refereed?: Yes
3. Lewkowich, David. (2013). The Teacher's Dream: Performances of Pedagogical Desire and Memorial (Re)construction in Glee. Strong-Wilson, Mitchell, Allnut & Pithouse-Morgan. *Productive remembering and social agency*. : 171-183.
First Listed Author
Published, Sense Publishers
Refereed?: Yes

4. Lewkowich, David. (2012). Poaching in the chords of reading: Dwelling in the murky spaces of the literary landwash. Nicholas Ng-A-Fook and Jennifer Rottman. *Reconsidering Canadian Curriculum Studies*. : 207-217.
First Listed Author
Published, Palgrave MacMillan
Refereed?: Yes

Dissertations

1. Teacher Identity, Adolescence and Reading: The Cultural and Psychic Uses of Young Adult Literature. (2013). McGill University. Doctorate. Supervisor: Dr. Bronwen Low



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Confirmation Number: 486808

Template: SSHRC

Dr. Michelle Marie Miller Stafford

Previous Family Name: Miller

Correspondence language: English

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**Dr. Michelle Miller Stafford****Language Skills**

Language	Read	Write	Speak	Understand	Peer Review
English	Yes	Yes	Yes	Yes	Yes

Degrees

- 2009/9 - 2015/10 Doctorate, Doctor of Philosophy PhD, Education, York University
Degree Status: Completed
Thesis Title: Reading Through the Doldrums: Engaging Adolescence Reparatively With/
In Contemporary Coming of Age Comic Texts
Supervisors: Dr. Jen Gilbert
- 2007/9 - 2009/10 Master's Thesis, Master of Fine Arts, Creative Writing, University of British Columbia
Degree Status: Completed
Thesis Title: Getting By: A Fiction
Supervisors: Maureen Medved
- 2005/9 - 2007/10 Master's Thesis, Master of Education, Policy Studies, University of Western Ontario
Degree Status: Completed
Thesis Title: "Posters of a 'Girl': On the Miss G__ Project's Cultivated Public Image"
Supervisors: Dr. Rebecca Coulter

User Profile

Research Specialization Keywords: Education

Temporal Periods: 1995 AD - 2016 AD

Geographical Regions: North America

Countries: Canada, United States

Employment

- 2015/7 Teaching Intensive Stream Lecturer
Faculty of Liberal Arts and Sciences, OCAD University
Full-time, Lecturer
Tenure Status: Non Tenure Track
- 2011/5 - 2014/8 Project Manager - Affective Beginnings: Lesbian, Gay, Bisexual and Transgender
Issues in Teacher Education
York University

Leaves of Absence and Impact on Research

- 2014-12-08 -
2015-07-01 Parental
Due to my parental leave, I refrained from teaching, conference participation and
publication during this period.

Research Funding History

Completed [n=4]

2014/9 - 2015/8 Principal Applicant	Ontario Graduate Scholarship, Grant Funding Sources: Ministry of Training, Colleges and Universities Ontario Graduate Scholarship Total Funding - 15,000
2013/9 - 2014/8 Principal Applicant	Ontario Graduate Scholarship, Grant Funding Sources: Ministry of Training, Colleges and Universities Ontario Graduate Scholarship Total Funding - 15,000
2012/9 - 2013/8 Principal Applicant	Ontario Graduate Scholarship, Grant Funding Sources: Ministry of Training, Colleges and Universities Ontario Graduate Scholarship Total Funding - 15,000
2011/9 - 2012/8 Principal Applicant	Ontario Graduate Scholarship, Grant Funding Sources: Ministry of Training, Colleges and Universities Ontario Graduate Scholarship Total Funding - 15,000

Course Development

2015/9	Professor, Faculty of Liberal Arts and Sciences, OCAD University Course Title: The Essay and the Argument: ESL Course Level: Undergraduate
2016/1	Professor and Developer, Faculty of Liberal Arts and Sciences, OCAD University Course Title: Graphic Novels Course Level: Undergraduate
2015/9	Professor, Faculty of Liberal Arts and Sciences, OCAD University Course Title: The Essay and the Argument Course Level: Undergraduate

Presentations

1. (2014). Adults Reading Comics in Education. American Educational Studies Association Annual Conference, Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
2. (2014). Winnicott and the Troublesome Teen. The Adolescent and the Teacher Meeting, Toronto, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No

3. (2014). 'If You Want to Know Teenagers': On Implication in Theorizing Comics in Education. Canadian Society for the Study of Education, St. Catherines, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
4. (2014). Teaching Desire and 'The Prime of Miss Jean Brodie'. Graduate Seminar in Education and the Novel, Toronto, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
5. (2014). Queer Times: Reparative Reading and Adolescence in Graphic Narratives. Division B Preconference, American Educational Research Association, Philadelphia, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
6. (2014). 'If You Want to Know Teenagers': Comics and Discourses of Adolescence in Education. Canadian Society for the Study of Comics Annual Conference, Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
7. (2013). 'Desire' and the Education of Sex Education. Graduate Seminar on Sexuality and Schooling, Toronto, Canada
Main Audience: Knowledge User
Invited?: Yes, Keynote?: No
8. (2013). Not my Timeline: Developmental Time and the Adolescent's Queer Refusal of the Future in Contemporary Comic Texts. Canadian Society for the Study of Education, Victoria, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
9. (2013). I Hate You Everything: Queer Adolescence in 'Skim.'. Provoking Curriculum Conference for Canadian Association for Curriculum Theory, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
10. (2012). Finding Meaning in the Gutter: Graphic Narratives and Queer Adolescence. Division B Preconference, American Educational Research Association, Vancouver, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
11. (2011). Whodunit: Detective Fiction as Sex Education. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, United States
Main Audience: Researcher
Invited?: No, Keynote?: No
12. (2011). Pleasure Reading: Book Clubs, Sex Education and the 'Missing Discourse of Desire. Canadian Society for the Study of Education, Fredericton, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
13. (2010). The Site of Our Stammering: Literature Reading as/and Education. Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, United States
Main Audience: Researcher
Invited?: No, Keynote?: No

Publications

Book Chapters

1. Fields Jessica, Gilbert Jen, Miller Michelle. (2015). Sexuality and Education: Toward the Promise of Ambiguity. DeLamater John, Plante Rebecca. Handbook of the Sociology of Sexualities. : 371-388.
Co-Author
Published, Springer
Refereed?: Yes

Dissertations

1. Reading Through the Doldrums: Engaging Adolescence Reparatively through Contemporary Coming of Age Comic Texts. (2015). York University. Doctorate. Supervisor: Dr. Jen Gilbert