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Title

To bound boundaries: A phenomenological inquiry of walking in pedagogic practice

Abstract

[Word count with footnotes and references, 779.]

Bound - "walk or run with leaping strides"

Boundary - "a line that marks the limits of an area; a dividing line"¹

An ability to *bound* and to move across and between *boundaries* may be equally, though differently, valuable in pedagogic practice. Do teachers and students primarily remain inside classrooms during their meetings? From my experience, as a student and teacher, in post-secondary settings, I think *indoor pedagogy*,² has become an unquestioned norm.³ However, I wonder are there teachers who use outside study, and in particular walking, as an educational practice? I have been such a teacher in post-secondary settings as I regularly interrelate walks with class topics.

With these thoughts in mind, this working paper develops a phenomenological inquiry of walking in pedagogic practice.⁴ I will work with several practicing teachers who have used walking in their practice and are interested in this inquiry.⁵ The working paper will include a detailed description of the method, initial responses from the participants, preliminary analysis, and

¹ Apple Dictionary Version 2.0.3. based on the *New Oxford American Dictionary*.

² Orr 1994, 52.

³ Sheridan suggests all education in a Ontario is indoor education (2002, 196-7).

⁴ Creswell 2007; Luker 2008; Moustakas 1994; Van Manen 1990.

⁵ Participants will be teachers in primary through post secondary education.

participant experiences being compared with the existing literature related to walking as a form of educational practice.⁶

The interviews will include seated/stationary and walking/movement components.⁷ Participants will be asked to draw/map or photograph where they/we walk as well. The visual artifacts will be used during initial and follow-up interviews and analysis.⁸ Being interviewed while walking and having a drawing/photograph to talk about can reduce pressure on participants during the interview process.⁹ The audio/visual artifacts and seated/walking interviews help establish credibility through triangulation of sources and methods.¹⁰ Draft interview questions for participants [and myself while bracketing] are:

- Describe your experience of walking pedagogy.
- Describe your thoughts when walking.
- Describe how your body physically feels when walking.
- Describe your feelings, moods, or emotions when walking.
- Describe your sense while walking (i.e. smell, sound).
- Describe a specific walking pedagogic experience that stands out.
- What use and meaning do walks have in your pedagogic practice?
- Describe your experience of walked and seated interviews.
- Describe your experience of drawing/photographing your walks.
- What other experiences of your walking have you not described or shared that you feel is important to this inquiry?¹¹

It is hoped that by studying the experience of walking pedagogy, this inquiry can open up new areas of theory and practice that document and support the values of pedagogic practices outside classroom boundaries.

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⁶ Carson, 1956; Jardine 1998; Macleod 2009; Sheridan 2002; Yannicopoulos 1985.

⁷ Anderson 2004.

⁸ Harper 2002; Sobel 1998; Varga-Atkins and O'Brien 2009.

⁹ Anderson 2004; Varga-Atkins and O'Brien 2009.

¹⁰ Lincoln and Guba 1985, 305-7; Shenton 2004, 65-6.

¹¹ Several questions are adapted from Van Manen (1990, 64-5).

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