

A dark blue arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

Poetry, geopoetics and geography teaching

Dr Alison Brown

alison.b.brown@uea.ac.uk



Presentation

- ▶ Definitions
- ▶ Poetry and school geography
- ▶ Poetry and geography teaching
- ▶ Calls for an alternative place pedagogy
- ▶ Poetry's enabling characteristics
- ▶ Places influences from Massey
- ▶ Research questions which led to poetics
- ▶ Using multimodality to represent poetry
- ▶ My alternative place pedagogy in Key Stage 3 Geography
- ▶ Evaluating geographical poetry
- ▶ Examples of pupils' place poems
- ▶ Conclusions

Poetry and geopoetics

- Poetry creatively uses language to create meaning and provide insights (Madge, 2014). Creative geographies can offer a different world view (Eshun and Madge, 2016).
- Poetry communicates affective and experiential insights from becoming involved (Boyd, 2017).
- Geopoetics connects geography's critical lens (geo) with poetry's creativity e.g. in exploring climate change or having embodied place relationships (Magrane, 2020). Geopoetics can express different futures (Magrane, 2015).

Poetry and geography teaching

- Rawling (2018a, 2011) - undervaluing of affective domain and critical of focus on facts. Rawling's (2010) - poetry could reconnect young people with the world through its phenomenological approach.
- Cresswell's (2014) poetry is influenced by geographical themes.
- Growing use of poetry to represent fieldwork (Madge, 2014) especially multi-sensory geography (Paiva, 2020).
- Poetry encourages a dialogic relationship e.g. Sheers (2008) poems about the Wales. It has a long association with place (Lorimer, 2008).

Calls for an alternative place pedagogy

- ▶ Somerville et al., (2009, 2011) - an epistemology that supports a reflective representation to enable young people to know care and care for local places in a more sustainable way.
- ▶ Place is an elusive concept, “_ _ place – a meaningful location” (Cresswell, 2015, p.12). Cresswell (2008) advocates creating a sense of place, a shared and individual interpretation.
- ▶ Rawling (2018b) recognises place as a key 21st century interdisciplinary concept.

Place influences from Massey



**“__ place as a temporary constellation, as a time-place event, in relation to this ‘other’ arena, the natural world?”
(Massey, 2005, p.131).**

**Recognises the world as an interconnected place for which we have a responsibility through our actions in local places
(Massey, 2014)**

Poetry's enabling characteristics

- Growth of free verse widens participation (Andrews, 2018). Varying formats e.g. Japanese haikus (3 lines of 5,7,5 syllables), acrostics.
- Careful choice of words encourages reflection.
- Use of alliteration, rhyme, repetition and metaphor to allow for comparisons.

A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Several thin, light blue lines curve downwards and to the right from the bottom of the arrow, creating a sense of movement and depth.

Research questions which led to poetics

- 1. How can pupils come to know a place in a different way through developing embodied sensory experiences?**
 - 2. Does the nature of how pupils represent their findings influence their connection to place?**
 - 3. Is the concept of palimpsest a useful one in understanding a place?**
- (Brown, 2018)

Examples of students poetry

- Mixed comprehensive, Year 9 geography class
- Pupils wrote poetry as one means of expressing their experiential sensory place fieldwork at Wroxham and Hoveton in the Norfolk Broads



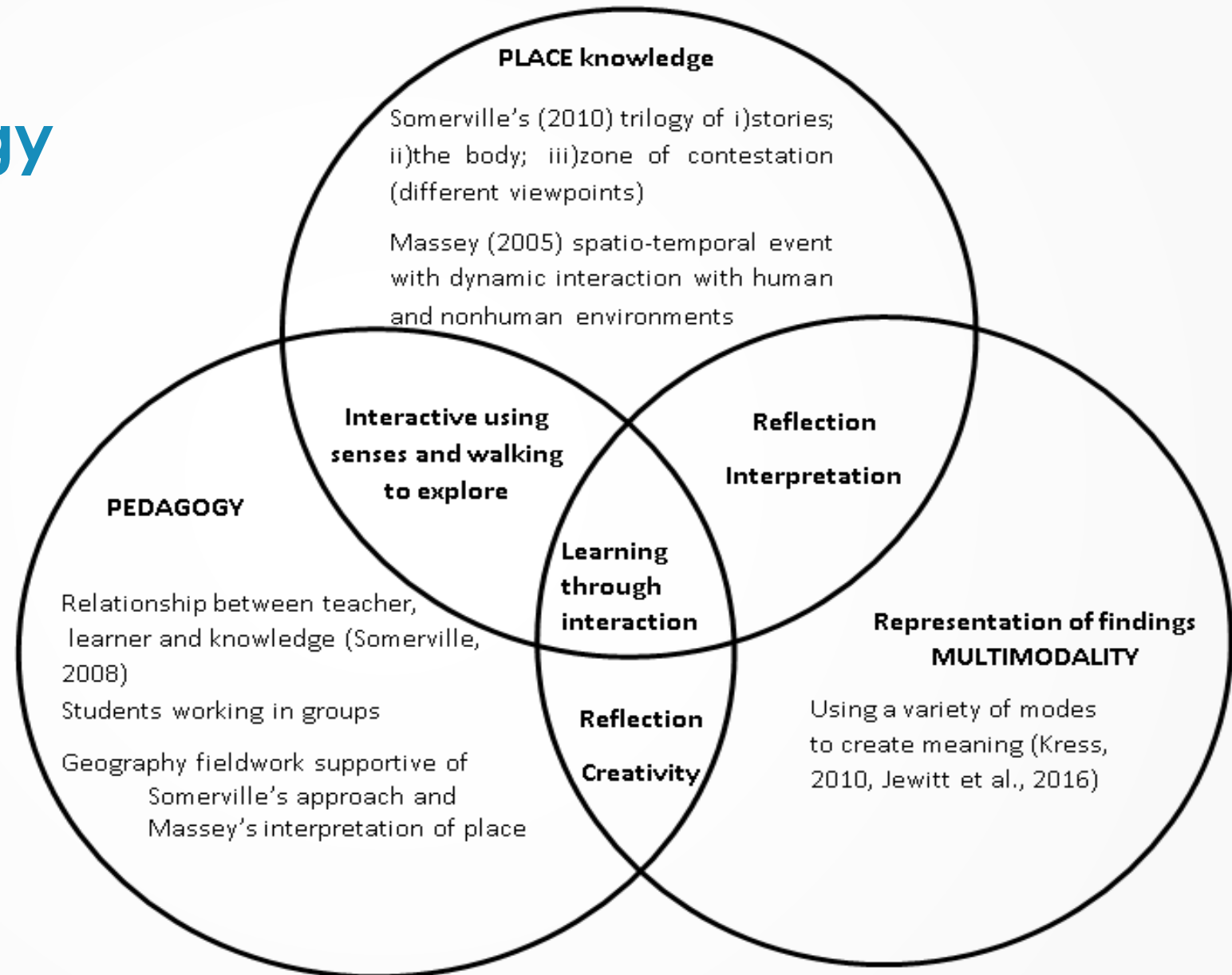
source: www.broads-authority.gov.uk

Using multimodality to represent poetry

- ▶ Not all geographers are eloquent linguists (Lorimer, 2008) so multimodality could support poetics.
- ▶ **Multimodality** – socially developed means of representing and communicating meaning, of which language is a part (Jewitt, 2017)
- ▶ Potential to reduce mind/body separation and restrictions of language (Kress, 2017).

Modal affordances influence how meaning is conveyed e.g. use of font, layout, frames (Kress, 2017). Colour is associated with objects and context of its use (Van Leeuwen, 2017). The inclusion of colour images could aid contextual messages.

My alternative place pedagogy in key stage 3 geography



Brown, 2018

Evaluating geographical poetry

- ▶ Varies according to positionality and context (Madge, 2014)
Collectively could create a sense of place (Lorimer, 2008).
- ▶ Does it enliven a place or engage the reader with an issue rather than examining its metric exactness (Madge, 2014)
- ▶ Does it enable the reader to make links and offer fresh insights (Boyd, 2017)?
- ▶ Does it help the writer to make sense of embodied fieldwork experiences (Boyd, 2017)?

Conclusions

- Genre encourages students to affectively and cognitively connect with a place when combined with embodied fieldwork
- Free verse supports students to convey insights into a place's on-going evolution
- Writing place poetry led to sustained engagement
- Encourages critical reflective understanding
- Stimulates students to creatively represent their understanding.
- Supports different student interests

References

Andrews, R. (2018) *Multimodality, Poetry and Poetics*, New York: Routledge.

Boyd, C.P. (2017) Research poetry and the non-representational, *An International Journal for Critical Geographers* 16(2):210-223.

Brown, A. B. (2018) Palimpsest of place: An exploration of an alternative place pedagogy in key stage 3 Geography, (PhD Thesis) University of East Anglia.

Cresswell, T. (2008) Place: encountering geography as philosophy, *Geography*, 93(3): 132-9.

Cresswell, T. (2014) Geographies of poetry/poetics of geography, *Cultural Geographies in Practice* 21(1): 141-146.

Cresswell, T. (2015) *Place: An Introduction* (2nd edn), Chichester: Wiley Blackwell.

Eshun, G. and Madge, C. (2016) Poetic world-writing in a pluriversal world: a provocation to the creative (re)turn in geography. *Social and Cultural Geography* 17(6): 778-785.

Jewitt, C., Bezemer, J. and O'Halloran, K. (2016) *Introducing Multimodality*, Abingdon: Routledge.

Jewitt, C. (2017) "An introduction to multimodality" In Jewitt, C. eds. *The Routledge Handbook of Multimodal Analysis*, Abingdon: Routledge.

Kress, G. (2010) *Multimodality*, Abingdon: Routledge.

Kress, G. (2017) "What is a mode?" In Jewitt, C. eds. *The Routledge Handbook of Multimodal Analysis*, Abingdon: Routledge.

Lorimer, H. (2008) Poetry and place: the shape of words, *Geography*, 93(3):1-2.

Madge, C. (2014) On the creative (re)turn to geography: poetry, politics and passion, *Area*, 46(2) 178-185.

Magrane, E. (2015) Situating Geopoetics, *GeoHumanities*, 1(1):86-102

Magrane, E. (2020) Climate geopoetics (the earth is a composed poem), *Dialogues in Human Geography*, 1-15.

Massey, D. (2005) *For Space*, London, Sage

Massey, D. (2014) Taking on the world, *Geography*, 90(1):36-39.


Paiva, D. (2020) Poetry as a resonant method for multi-sensory research, *Emotion, Space and Society*, 34.

Rawling, E. (2010) 'The Severn was brown, and the Severn was blue' - A place for poetry in school geography? *Teaching Geography*, 35(3):93-95.

Rawling, E. (2011) "Reading and writing place: A role for Geographical Education in the Twenty-first Century", in G. Butt (ed) *Geography Education and the Future*, London, Continuum.

Rawling, E. (2018a) Place in geography: change and challenge, in M. Jones and D. Lambert (eds) *Debates in Geography Education* (second edition), London, Routledge.

Rawling, E. (2018a) Place in geography: change and challenge, in M. Jones and D. Lambert (eds) *Debates in Geography Education* (second edition), London, Routledge.



Rawling, E. (2018a) Place in geography: change and challenge, in M. Jones and D. Lambert (eds) *Debates in Geography Education* (second edition), London, Routledge.

Rawling, E. (2018b) Reflections on 'place', *Teaching Geography*, 43(2):55-58.

Sheers, O. (2008) Poetry and place: some personal reflections. *Geography*, 93(3):172-175.

Somerville, M. (2010). A Place Pedagogy for 'Global Contemporaneity', *Educational Philosophy and Theory* 42(3), 326-344.

Somerville, M. (2015) "Children, Place and Sustainability" in Somerville, M. and Green, M. (2015) *Children, Place and Sustainability*, New York: Palgrave MacMillan.

Somerville, M., Power, K. and de Carteret, P. (Eds.) *Landscapes and Learning: Place studies for a Global World*, Rotterdam: Sense Publishers.

Somerville, M., Davies, B., Power, K., Gannon, S. and de Cateret, P. (2011) *Place Pedagogy Change*, Rotterdam: Sense Publishers.

Somerville, M. and Green, M. (2015) *Children, Place and Sustainability*, Palgrave MacMillan.

Van Leeuwen, T. (2017) "Colour: code, mode, modality- the case of film and video" in Jewitt, C. eds. *The Routledge Handbook of Multimodal Analysis*, Abingdon: Routledge.