

SEEING RED
A Pedagogy of Parallax

by Pauline Sameshima

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Mentor's Introduction:

I had the privilege of teaching Pauline in her first PhD curriculum course. At that time, Pauline was an exceptional classroom teacher. Now she is an exceptional scholar who has brought the aesthetics of her work into the very lifeblood of her writing and discourse. She has been transformed and her dissertation is a testament to the depth and range of her change. Her dissertation is an exemplar of *currere as complicit curriculum conversation*. It is pedagogy of parallax because it exemplifies conversations for understanding through multiple layers of perception. This perception underscores an embodied aesthetic wholeness – an a/r/tographic way of being in the world that penetrates our senses and reaches into our depths and causes us to question our own perceptions. As readers we are changed. Pauline, as an a/r/tographer, was inspired by her art forms and her pedagogy, as she pursued her inquiry and gave full attention toward her heart, mind, body, and spirit. As a result, she examined difficult concepts in sensitive, compassionate yet demanding ways.

Pauline Sameshima wrote an epistolary bildungsroman, a didactic novel of personal journeying through artful scholarly inquiry for her dissertation. Her work has won four dissertation awards: 2007 CSSE, Arts Researchers and Teachers' Society Outstanding Dissertation Award; 2007 CSSE, Canadian Association for Teacher Education Dissertation Award; 2007 AERA, Arts-Based Educational Research SIG Award for Outstanding Dissertation; and the 2007 Ted T. Aoki Award for Outstanding Dissertation in Curriculum Inquiry. Moreover she won the Gordon and Marion Smith Prize in Art Education, an award given to a graduate who shows great promise as an artist and educator. I am convinced Pauline was recognized with these awards because of her ability to play with perspectives, perceptions, and interpretations. If you enter into reading her work with an open mind, an imaginative spirit, and a reflexive gaze, you too will enter into a space of personal artful yet scholarly inquiry. Embrace the aesthetics of this incredible text and you may be transported to, or transformed by, new ideas and identities.

It has been an immense pleasure to be one of Pauline's mentors and I look forward to watching her artful scholarship have an impact on the field in the years to come.

Rita L. Irwin