

Using Arts-based Research to Explore a Social Justice Project in Teacher Education

George Belliveau
University of British Columbia

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Abstract

This arts-based research invites the reader to consider the complex learning that emerged when a group of pre-service teachers collectively developed a play about anti-bullying as part of a teaching practicum. To capture the learning that emerged during the collective writing and rehearsing, the author engages in an artistic process by writing the key findings in the form of a drama. By using drama as a method of inquiry, as well as a way of documenting the learning, the author attempts to capture the multiple voices within the collective pre-service teacher process.

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