

STEPHANIE SPRINGGAY

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(1) Date of preparation

November 2018

(2) Rank

Associate Professor with Tenure
Department of Curriculum, Teaching and Learning (CSTD Program)
Ontario Institute for Studies in Education, University of Toronto

(3) Degrees

PhD in Curriculum Studies and Art Education 2004
Department of Curriculum Studies, The University of British Columbia

MA in Curriculum Studies and Art Education 2001
Department of Curriculum Studies, The University of British Columbia

BED in elementary education with a specialization in the arts 2000
Queen's University

Bachelor of Fine Arts Studio 1992
Queen's University

(4) Employment History (Academic)

April 2013- present

Associate Professor
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, University of Toronto

August 2009-April 2013

Assistant Professor (tenure clock re-started with move to UofT)
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education, University of Toronto

August 2004 to July 2009

Assistant Professor
School of Visual Arts and Women's Studies (Dual appointment)
Pennsylvania State University

Other:

Sabbatical December 2014 to July 2016

Visiting Professor

University of New South Wales, Sydney Australia

(5) Leadership (* indicates responsible for budget; # indicates direct reporting)

Leadership at the University Level

Vice-Chair, Standing Research Committee, OISE Faculty Council; 2018-current

Identifies and recommends to Council general research priorities/initiatives for the Faculty. Receives on behalf of Council regular reports from the Associate Dean, Research, outlining the extent to which the goals and objectives are being met in the implementation of OISE's research priorities and initiatives. Reviews and recommends to Council Faculty policies and procedures regulating the conduct of research, including those regarding the conduct of research in compliance with regulatory and statutory authorities. Reviews and recommends to Council for approval, subject to the approval of the appropriate body of Governing Council, the establishments, renaming and disestablishment of research centres and institutes. Advises Council on any other matters relating to research in the Faculty.

* Chair, Department Course Planning Committee; 2017-current

Reviews and recommends to Council new special topics courses and new course curricula. Develops the annual teaching schedule for more than 30 tenure stream faculty and more than 60 sessional faculty. Reviews and recommends policies and procedures for developing a holistic approach to course scheduling. Works with department chair on sessional hiring needs. (4 terms per year with approximately 55 courses per term, with approximately 15 per term taught by sessional faculty). Designed and implemented 7 emphases in the department that courses can be clustered under (eg. Arts Emphasis; Indigenous Education Emphasis). Students who take 3 or more courses in a given emphasis will receive credit towards this emphasis on their transcript. Creates visibility for courses, aids students in course selections, and assisted in identifying during the course planning stages what courses should be offered or where new courses needed to be developed.

Chair, Women's Mentoring Committee; 2018-current

Established a new mentoring program for new faculty. Advises on tenure process; assists with research grants; training on how to mentor and work with graduate student research assistants.

*Chair, Visiting Scholar Funding Program; 2018-current

Program assists OISE faculty members to fund visits by outstanding scholars from outside the University of Toronto. This program enriches the OISE community by supporting public talks, lectures, and classroom activities that engage OISE faculty, students, and staff.

*Co-Director, Centre for Media and Culture in Education, University of Toronto; 2010-2012

Chair responsible for budget; annual reviews; staffing; manages research assistant; and oversees the centres public programming. The Centre for Media and Culture in Education supports interdisciplinary research and teaching agendas that advance ideals of social equity and justice. The CMCE promotes visionary and innovative media and cultural productions positioning us to imagine a different and better world. The Centre reaches out both locally and internationally, seeking connections, networks, relations and exchanges that enhance media, cultural and digital literacies and education.

Leadership Academic Organizations

*#Chair, Curriculum and Pedagogy Group; 2010-2011; Council member; 2008-2011

Chair manages 20-person council; budget; reviews policies and procedures; and oversees the groups three main venues: an annual conference of more than 200 attendees and sponsors a top peer reviewed journal and a book series. The Curriculum and Pedagogy Group is a gathering of diverse individuals seeking academic enrichment and professional engagement who are committed to educational reform and social change. We seek to create a space in which to advance the ideals of progressive curriculum and democratic leadership in education through dialogue and action.

*#Co-editor, Journal of Curriculum and Pedagogy; 2009-20011

Leading international journal examines diverse perspectives on educational phenomena. During tenure as co-editor I moved the journal from an independent press to Taylor and Francis.

*#Program Chair, Critical Issues in Curriculum and Pedagogy,
Special Interest Group (American Educational Research Association); 2012

*#Chair, Arts-Based Research,
Special Interest Group (American Educational Research Association); 2001-2007

Leadership Arts Organizations

Board Member, Images Film Festival, Toronto; 2010-2012
Educational Consultant, Mammalian Diving Reflex (arts organization); 2010-2014

Leadership in Research

I am a distinguished academic researcher who leads large teams of faculty co-applicants on grants, post-doctoral students, and graduate student research assistants.

Research has supported collaborations across a number of faculties, disciplines, and international institutions. Public engagement and impact (through creative outputs such as performances, exhibitions, public events) is a key component of my research.

(6) Research

Year	2016-2020
Type	SSHRC Insight Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$220,137
Title/Purpose	<p><i>Contemporary Art Practice as Pedagogy: Innovation, Impact and Student Learning.</i> This project is linked to the earlier <i>The Pedagogical Impulse</i> SSHRC funded grant and examines the history of 1960s and 1970s radical pedagogy in the arts, and current manifestations in higher education. The historical component focuses on the teaching practices of Fluxus and Happenings artists and other unorthodox pedagogues employed in art colleges, universities, and free schools across Canada and the US. These educators produced and distributed printed matter and other multiples as expressions of radical pedagogy in the form of posters, booklets, games, alongside other kinds of educational ephemera. In recent years there has been a renewed interest in collecting, reprinting, and reactivating these more obscure projects and reappraising the merits of a Fluxus-based pedagogy within postsecondary education. Despite the rise of digital culture and online platforms for working and communicating, multiples, printed editions, and other types of instructional ephemera continue to be important strategies for contemporary artists engaged in social practice. The grant will use historical/archival research and a case study research-creation model to research 30 examples of contemporary art as pedagogy in University classrooms, documenting work, interviewing artists and students, and assessing how this shifting paradigm is changing art, student learning, and university programs.</p>
	<ul style="list-style-type: none"> • 2 co-applicants (University of Guelph; Independent curator) • 30 artists • 15 post-secondary artist-teachers

Year	2017-2024
Type	SSHRC Partnership Grant
Role	Co-applicant and Co-Stream Lead (Methodology Stream)
Source	SSHRC
Amount	\$2.5 million (matching funds \$2.5 million)
Title/Purpose	<p><i>Bodies in Translation: Activist Art, Technology and Access to Life.</i> This grant will establish a community-university research-creation program. It builds and expands upon a generative working relationship between <i>Project Re-Vision</i>, a dynamic research program on disability and bodily difference (PI: Carla Rice) and Tangled Art + Disability, a non-profit arts organization that cultivates disability, d/Deaf, and Mad arts in Ontario (Artistic Director: Eliza Chandler). In partnership with Ontario's leading disability arts organization, 12 community-based organizations, and operating across 12 academic institutions, <i>Bodies in Translation: Activist Art, Technology, and Access to Life</i> will set in motion a vibrant creative and intellectual wave of leading-edge artistic creation, interdisciplinary research, technological innovation, and critical inquiry within and beyond Ontario. By engaging a multi-pronged approach to thinking about access to the arts for art producers/audiences, this project allows for tackling negative representations of people with disabilities alongside considering ways to expand structural pathways for engaging art.</p>
	<ul style="list-style-type: none"> • 5 streams • 100 co-applicants • 100 community collaborators and community partners

Year	2014-2017
Type	SSHRC Partnership Development Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$199,400
Title/Purpose	<p><i>Performing Lines: Innovations in walking and sensory research methodologies</i> was a partnership development grant (Insight) between three universities, four co-applicants, and three community partners/collaborators. Its goal was to formalize and solidify a network of collaboration through a focus on walking research-creation methodologies. The partnership comprised of university and community partners in the arts who are actively involved in artistic research related to walking (through graduate programs, exhibition practices, residencies, and research dissemination activities). The central aim of the project was to study and develop walking as a form of knowledge production, to explore the theories and methods of walking as a research methodology, and to foster its practice internationally.</p>
	<ul style="list-style-type: none"> • 3 co-applicants (Penn State University, University of Queensland, University of Southern Queensland) • 100 networked international partners • 30 artists • 5 community partners

Year	2014-2016
Type	SSHRC Connection Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$37,500
Title/Purpose	<i>New Materialism and Educational research</i> brought 50 researchers together, to foster critical and rigorous dialogue and exchange, and to mobilize the transfer of knowledge to graduate students and new scholars interested in conducting feminist new materialist educational research and research-creation methodologies.
	<ul style="list-style-type: none"> • 3 co-applicants (University of New South Wales) • 2 community partners

Year	2012-2013
Type	SSHRC Public Outreach and Dissemination Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$31,300
Title/Purpose	<i>Publics and Performance Art</i> was a community-university alliance that undertook series of dissemination activities using the arts as a form of knowledge mobilization, in order to broaden access to scholarship and to foster ongoing debates, discussions, and future actions.

Year	2011-2014
Type	SSHRC Standard Research Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$188,940
Title/Purpose	<i>The Pedagogical Impulse</i> is a research-creation project at the intersections between social practice, knowledge production, pedagogy, and “school.” Although this grant has finished the project continues. As a site for artistic-research in art and education it has initiated a number of experimental, critical, and collaborative projects including a series of artist residencies in K-12 classrooms, in order to examine how and why artists are engaging with educational concepts and/or educational methods in their art practices, and how this shift in art practice is related to current theories and practices in art education and policy.
	<ul style="list-style-type: none"> • 12 public schools • 2 community partners • 8 teachers • 5 artists

Year	2009-2012
Type	SSHRC Research and Creation Grant
Role	Co- Investigator (Diane Borsato, PI)
Source	SSHRC
Amount	\$196,300
Title/Purpose	<i>The Institute of Walking: Research and Creation in Relational and Interventionist Arts Practices</i> was the culmination of a series of new relational and interventionist art works that considered walking as a theme and as a practice by Diane Borsato and several other Canadian and International artists. The objective of the study was to examine the ways artistic practices reflect the inventive processes at work within everyday life and the kinds of inter-personal, social, and pedagogic relationships walking can enact.

Year	2009-2010
Type	NAEA Foundation Grant
Role	Principal Investigator
Source	NAEA (National Art Education Association)
Amount	\$5,000
Title/Purpose	<i>Youth, pedagogy and an aesthetic of civic engagement</i> examined how youth involved in an afterschool arts programs use contemporary art practices as forms of civic engagement and social justice youth development.

Year	2008-2011
Type	SSHRC Standard Research Grant
Role	Collaborator (Rita Irwin, PI)
Source	SSHRC
Amount	\$147,600
Title/Purpose	<i>Being with A/r/tography</i> investigated how a/r/tography—an arts based methodology-- is uniquely situated to enact, develop and problematize <i>becoming pedagogical</i> in a teacher education program.

Year	2004-2007
Type	SSHRC Research and Creation Grant
Role	Collaborator (Rita Irwin, PI)
Source	SSHRC
Amount	\$190,000
Title/Purpose	<i>The city of Richgate: Research and creation within community-engaged arts practices</i> examined and documents through community-engaged art multi-generational immigrant understandings of identity and place, in relation to concepts such as “home” and “away”.

Internal Funded Research (Principle Investigator, 3)

Year	May 2017
Type	Jackman Humanities Institute
Role	Principal Investigator
Source	Jackman Humanities Institute
Amount	\$9,700
Title/Purpose	<i>Indelible Refusal: Bodies, Performances, and Walking Resistance</i> Working with VK Preston, Assistant Professor at the Centre for Drama, Theatre and Performance Studies, the project was activated as a 2-week artist-residency program. Two performance artists were commissioned to create new works alongside events such as: 2 panel discussions, a series of workshops, walking tours, and performances.

Year	March 1, 2013
Type	SSHRC SIG Institutional Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$2,000
Title/Purpose	<i>Artist Soup Kitchen and Food Pedagogies</i> intersects social need with creative/artistic investigation into performance art, pedagogy, and food. While acknowledging the extensive history of artist restaurants, the sensory experience of performance and food, and the collective and pedagogical experience of community kitchens, the <i>Artists' Soup Kitchen</i> examined the space between art and labor.

Year	March 1, 2011
Type	SSHRC SIG Institutional Grant
Role	Principal Investigator
Source	SSHRC
Amount	\$1,952
Title/Purpose	<i>Maternal Pedagogies</i> examined the ways that feminist academics and contemporary feminist artists understand the intersections of feminist pedagogy and mothering. To do so, we interviewed individually and in small groups 18 feminist academic/artists.

Internal Funded Research (Penn State University)

Year	2008-2010
Type	Research Grant
Role	Principal Investigator
Source	College of Arts and Architecture Penn State
Amount	\$18,300
Title/Purpose	<i>Youth, pedagogy and an aesthetic of civic engagement in an afterschool arts program</i>

Year	2008-2009
Type	Research Grant
Role	Principal Investigator
Source	Children, Youth and Family Consortium Penn State
Amount	\$5,000
Title/Purpose	<i>Youth, pedagogy and an aesthetic of civic engagement in an afterschool arts program</i>

Year	2005-2007
Type	Research Grant
Role	Principal Investigator
Source	College of Arts and Architecture Penn State
Amount	\$10,500
Title/Purpose	<i>The city of Richgate: Research and creation within community-engaged arts practices.</i>

Year	2004-2005
Type	Research Grant
Role	Principal Investigator
Source	College of Arts and Architecture Penn State
Amount	\$7,500
Title/Purpose	<i>The city of Richgate: Research and creation within community-engaged arts practices.</i>

Year	2004-2005
Type	Research Grant
Role	Principal Investigator
Source	Institute for Arts and Humanities Penn State
Amount	\$2,750
Title/Purpose	<i>The city of Richgate: Research and creation within community-engaged arts practices.</i>

Grants received for teaching

Year	2006-2007
Type	Collaborative teaching grant
Role	Principal Investigator
Source	Institute for Arts and Humanities Penn State
Amount	\$6,500
Title/Purpose	<i>Course titled: "Curriculum and the cultural body".</i> Grant supported the development of a new course on embodiment and curriculum theory. Course was developed across disciplines and co-taught by myself and Dr. Freedman.

Year	2006-2007
Type	Teaching grant
Role	Principal Investigator
Source	Institute for Arts and Humanities Penn State
Amount	\$7,500
Title/Purpose	<i>Artist in residence grant for Rebecca Belmore.</i> Funding supported a teaching collaboration between Dr. Springgay and artist Rebecca Belmore.

(7) Graduate Student Research Assistants that I mentor/train (OISE/UT) on SSHRC grants (*funded by grant; otherwise funded by Department and/or University). From 2009-2018 I have mentored a total of 29 graduate students. My current research team (2018-2019) includes 10 research assistants.

Designations: Research Assistant; Project Director (manages research team and lab space); Lead Research Officer (manages research team and lab space; leading role in field work); Core Team (lead role on team).

Student	Research Project(s)
Christine Jackson (2018-2019) Core Team Member: Communications and Community Liaison (2018-2019)	<i>The Pedagogical Impulse, Bodies in Translation</i>
Anise Truman (2018-2019) Core Team Member: Website and Social Media (2018-2019)	<i>The Pedagogical Impulse; WalkingLab; Bodies in Translation</i>
Emmanuel Rutayisire* (2018-2019)	<i>The Pedagogical Impulse, Bodies in Translation</i>
Sara Maclean* (2018-2019)	<i>The Pedagogical Impulse; WalkingLab</i>
Andrea Vela Alarcon* (2018-2019)	<i>The Pedagogical Impulse</i>

Amy Meleca* (2018-2019)	<i>The Pedagogical Impulse</i>
Kate Cherry-Reid* (2017-2018)	<i>The Pedagogical Impulse; WalkingLab</i>
James Miles* (2017-2019) Core Team Member: Project Director, 2018-2019	<i>The Pedagogical Impulse</i>
j Wallace* (2017-2018)	<i>Bodies in Translation; The Pedagogical Impulse</i>
Sarah Truman * (2012-2017) Post Doc Fellowship, 2018; Lead Research Officer 2015-2018	<i>WalkingLab; The Pedagogical Impulse; New Materialism and Educational Research</i>
Lee Cameron* (2016-2017)	<i>WalkingLab; The Pedagogical Impulse; Bodies in Translation</i>
Aubyn O'Grady* (2015-2018) Project Director, 2016-2018	<i>WalkingLab; The Pedagogical Impulse</i>
Elizabeth Bolton (2016-2017)	<i>WalkingLab; The Pedagogical Impulse</i>
Zofia Zaliwska* (2011-2014)	<i>WalkingLab; The Pedagogical Impulse</i>
Brendan Burrows (2014-2015)	<i>WalkingLab; The Pedagogical Impulse;</i>
Nikki Rotas* (2011-2014)	<i>The Pedagogical Impulse</i>
Julie Smitka* (2011-2014)	<i>The Pedagogical Impulse; Youth Civic Engagement; Performing and Public Pedagogies</i>
Arden Hagedorn* (2011-2014) Lead Research Officer, 2011-2014	<i>The Pedagogical Impulse; Youth Civic Engagement; Performing and Public Pedagogies</i>
Patrick Phillips* (2013-2014)	<i>The Pedagogical Impulse</i>
Garry Norman (2014-2015)	<i>WalkingLab</i>
Hewton Travers (2014-2015)	<i>WalkingLab</i>
Meredith Heyland* (2012-2013)	<i>The Pedagogical Impulse</i>
Natalie Kauffman* (2012-2013)	<i>The Pedagogical Impulse</i>
Donna Kakonge (2009-2010)	<i>Journal of Curriculum and Pedagogy</i>
Yu Cheung (2010-2011)	<i>Journal of Curriculum and Pedagogy</i>

Irina Iristarkhova (2009-2010)	<i>Walking Research</i>
Saskia Stille* (2009-2010)	<i>Mothering and Body Research</i>
Anne Rovers (2009-2010)	<i>Walking Research</i>

(8) Courses Taught**OISE/UT****Graduate Education Courses**

Desire and Change: Difficult Dialogues in Contemporary Art and Art Education (taught at the Art Gallery of Ontario)

Post-Qualitative Methodologies

Critical Approaches to Arts Based Research/Research-Creation

Affect Theory

Walking and Sensory Research Methodologies

Advanced topics in Critical Studies in Curriculum and Pedagogy

Foundations of Curriculum Theory

Bachelor of Education Courses

Curriculum and Instruction, Intermediate Visual Arts

Primary/Junior Visual Arts

Junior/Intermediate Visual Arts

School and Society

Arts and Urban Schools

PENN STATE**Undergraduate Art Education Courses**

Capstone Course in Art Education

Performance, art and pedagogy

Graduate Education Courses

Research in Art Education

Curriculum and the Cultural Body

Curriculum Theory

Undergraduate Women's Studies Courses

Women, the Humanities and the Arts

Feminist Perspectives on Research and Teaching

Graduate Women's Studies Courses

Feminist Visual Culture: Image Performance and the Body

THE UNIVERSITY OF BRITISH COLUMBIA**Bachelor of Education Courses**

Art Methods for Elementary Teachers
 Secondary Art Methods
 Drawing and Painting for Secondary Teachers
 Digital and New Media Art

Graduate Education Courses

Art/Photography as Living Inquiry

(9) Graduate Supervision**Graduate Supervisions Completed**

Ph.D.	6
M.A.	8

Graduate Supervisions in Progress

Ph.D.	5
M.A.	3

Graduate Memberships Completed

PhD	7
M.A.	2

Graduate Memberships in Progress

Ph.D.	4
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Completed Supervisions*Doctorate*

Julie Smitka. (2018). *Being Within and Without: A Phenomenological Study of Embodiment*. Unpublished Doctoral Thesis, OISE/UT.

Aubyn O'Grady. (2017). *Swimming Lessons: New Materialist Approach to Water Pedagogies*. Unpublished Masters of Arts Thesis, OISE/UT.

Zofia Zaliwska. (2017). *Untimely Research: Making time as existential new materialist practice*. Unpublished Doctoral Thesis, OISE/UT.

Sarah Truman. (2017). *Speculative Methodologies & Emergent Literacies: Walking & Writing as Research-Creation*. Unpublished Doctoral Thesis, OISE/UT.

Nikki Rotas. (2015). *Three Ecologies of Practice: An Intra-active Account of Learning by Doing*. Unpublished Doctoral Thesis, OISE/UT.

Lisa La Jevic. (2009). *Arts integration: An exploration of the dis/connect between policy and lived practice*. Unpublished Doctoral Thesis, Penn State University.

Selected examples of student success post PhD:

Sarah Truman: 2-year SSHRC funded Post-Doctoral Fellowship, Manchester Metropolitan University; Research Fellow Melbourne School of Graduate Education

Audrey Hudson: Manager School and Teacher Programs, Art Gallery of Ontario

Aubyn O'Grady: Program Director, School of Visual Arts, Yukon College

Julie Smitka: Head of the Art Department, Mayfield Secondary School

Lisa Lajevic: Assistant Professor, Art and Art History, The College of New Jersey (now promoted to Associate with tenure)

Jorge Lucero: Assistant Professor, Art Education, University of Illinois Champaign-Urbana (now promoted to Associate with tenure)

Nikki Rotas: 3-year Post-Doctoral Fellowship at University of Alberta; Assistant Professor, Department of Interdisciplinary and Inclusive Education, Rowan University, New Jersey

Masters of Arts

Olivia Stroschein. (2015). *Transforming Bodies: Affect and Collage in Eating Dis/order Recovery*. Unpublished Masters of Arts Thesis, OISE/UT.

Nisha Patmanathan. (2014). *Unarting and hip hop methodologies*. Unpublished Masters of Arts Thesis, OISE/UT.

Sarah Truman. (2013). *Writing affect: Aesthetic environment, contemplative practice and the self*. Unpublished Masters of Arts Thesis, OISE.

Natalie Kauffman. (2012). *The atelierista and embodied learning*. Unpublished Masters of Arts Thesis, OISE/UT.

Nikki Rotas. (2011). *Bodied curriculum: A rhizomean landscape of possibility*. Unpublished Masters of Arts Thesis, OISE/UT.

Alina Ianovskaia. (2010). *Walking as praxis*. Unpublished Masters of Arts Thesis, OISE/UT.

Jorge Lucero. (2009). *Be near to me: An articulation of a nearness pedagogy*. Unpublished Masters of Arts Thesis, Penn State University.

Linda Ezrol. (2008). *Memory: The art of subjectivity*. Unpublished Masters of Arts Thesis, Penn State University.

Supervisions in Progress

Aubyn O'Grady. (PhD expected 2022)

Tearney McMurtry (PhD expected 2022)

Sara Maclean (PhD expected 2021)

Christine Jackson (PhD expected 2021)

Henrika Ylirisku (PhD expected 2019 – co-supervision with Prof. Kevin Tavin, Aalto University, Finland)

Lee Cameron. (MA expected 2019)

Craig Morrison (MA expected 2023)

Sarah Bennett (MA expected 2019)

Memberships Completed

Marissa Largo (2018). *Unsettling Imaginaries: The Decolonial Diaspora Aesthetics of Four Contemporary Filipinx Visual Artists in Canada*. Unpublished Doctoral Thesis, OISE/UT.

Audrey Hudson. (2016). *Decolonizing Indigenous Youth Studies: Photography and Hip Hop as Sites of Resilience*. Unpublished Doctoral Thesis, OISE/UT.

Laura Thrasher. (2014). *Referential tensions: Inheritance as cultural practice*. Unpublished Doctoral Thesis, OISE/UT.

Stephen Burdick. (2012). *(Be)Longing and Resisting: A Narrative Excavation of Critical Ontogeny*. Unpublished Doctoral Thesis, Arizona State University

Natalie Jolly. (2007). *Public Culture, Private Birth: Social Patterns of Amish Domestic Space*. Unpublished Doctoral Thesis, Penn State University.

Raena Quinlivan. (2008). *Corporeality and the rhetoric of feminist body art*. Unpublished Doctoral Thesis, Penn State University.

Crystal Endsley. (2008). *“One of Ya’ll Got My Lyrics” : Student Artists Exploring Spoken Word Poetry, Performance, and Activism*. Unpublished Doctoral Thesis, Penn State University.

Susanne Hackett. (2006). *Photography and community based art*. Unpublished Master’s Thesis, Penn State University.

Crystal Endsley. (2005). *Crystallis: A one woman show and master’s paper*. Unpublished Master’s Thesis, Penn State University

Memberships in Progress

Doctoral Theses

Brandon Burrowes, OISE/UT.
Henna Aslam, Health/UT.
Nicole Schott, OSIE/UT.
Ben Gallagher, OISE/UT.
Sarah El-Halwany, OISE/UT

External Examiner

Vanessa Clark, *Disrupting the All-Too-Human Body Through Art in Early Childhood Education and Care*, University of Victoria. MA thesis.

Sarah Reddington, *Thinking through multiplicities: Movement, affect and the schooling experiences of young men with autism spectrum disorder*, University of South Australia, PhD.

Peter O'Keefe, *Pedagogical Opportunities for Mindful Practice: Engaging the Visual Arts Classroom*, Deakin University, PhD.

Andrew Bieler, *Exhibiting Climate Change: An Examination of the Thresholds of Arts–Sciences Collaborations in the Context of Learning for a Sustainable Future*, York University, PhD.

(10) University and Professional Community Service (Selected/Summary)

University Service (OISE/UT):

CSTD Awards Committee; 2009-2010; 2016-current
CSTD Graduate Admissions Committee; 2009-2013; 2017-current
CSTD FOE Exams Committee; 2017-current
CSTD Committee Developing Areas of Study (Cluster Groups); 2011
CSTD Committee Assisting in Self Study; 2011
CSTD Comprehensive Exam Committee; 2012- current
University of Toronto, Institutional Review Ethics Board; 2013- 2015

Editorial positions

Co-editor, *Journal of Curriculum and Pedagogy*; 2009-2011
Assistant Editor, *Journal of Curriculum and Pedagogy*; 2004-2009
Editorial Board Member, *Journal for the Canadian Association of Curriculum Studies*; ongoing
Editorial Board Member, *Research in Education*, ongoing

Advisory

Advisory council, Centre for Arts and Cultures of Childhood, Manchester Metropolitan University, UK; 2010-current
Advisory council, *Public Pedagogies Institute*, Melbourne Australia; 2015-current

(11) Publications and Exhibitions (indicates student; * indicates SSHRC funding)

In the fields of contemporary art and pedagogy, research-creation methodologies, curriculum theory, queer/trans theory, feminist pedagogy, affect theory, feminist new materialisms, posthumanism, walking methodologies, and embodiment.

Google Scholar Citations (as of November 2018): Citations: 2269; H-Index: 23; i-10-Index: 38

Doctoral thesis

Inside the Visible: Youth Understandings of Body Knowledge Through Touch, 2004

Supervisor: Dr. Rita Irwin

Department of Curriculum Studies

The University of British Columbia

Research Website(s)

www.thepedagogicalimpulse.com

www.walkinglab.org

www.artistsoupkitchen.com

www.stephaniespringgay.com

Books authored:

***Springgay, S.** & Truman, S. E. (2018). *Walking methodologies in a more-than-human world: WalkingLab*. New York, NY: Routledge.

***Springgay, S.** (2008). *Body knowledge and curriculum: Pedagogies of touch in youth and visual culture*. New York, NY: Peter Lang.

Books edited (and the chapters I authored within these texts)

Springgay, S. & Freedman, D. (Eds). (2012). *Mothering a bodied curriculum: Emplacement, desire, affect*. University of Toronto Press.

- a) **Springgay, S.** & Freedman, D. M/othering and a minor methodology. In S. Springgay & Dr. Freedman (Eds). *Mothering a bodied curriculum: Emplacement, desire, affect* (pp. 3-18). University of Toronto Press.
- b) **Springgay, S.** Tasting the mother as sensational pedagogy. In S. Springgay & Dr. Freedman (Eds). *Mothering a bodied curriculum: Emplacement, desire, affect* (255-269). University of Toronto Press.

Springgay, S. & Freedman, D. (Eds.). (2007). *Curriculum and the cultural body*. New York, NY: Peter Lang.

- a) **Springgay, S. & Freedman, D.** On touching and a bodied curriculum. In S. Springgay & D. Freedman (Eds.). *Curriculum and the cultural body* (pp. xvii-xxvii). New York, NY: Peter Lang.
- b) **Springgay, S.** Intimacy in the curriculum of Janine Antoni. In S. Springgay & D. Freedman (Eds.). *Curriculum and the cultural body* (pp. 191-202). New York, NY: Peter Lang.

Springgay, S., Irwin, R., Leggo, C. & Gouzouasis, P. (Eds.). (2008). *Being with a/r/tography*. New York, NY: Sense Publishers.

- a) **Springgay, S. & Irwin, R.** A/r/tography as practiced based research. In S. Springgay, R. Irwin, C. Leggo & P. Gouzouasis. (Eds.). *Being with a/r/tography* (pp. xix-xxxiii). New York, NY: Sense Publishers.
- b) **Springgay, S.** Ethics of embodiment. In S. Springgay, R. Irwin, C. Leggo & P. Gouzouasis. (Eds.). *Being with a/r/tography* (pp. 153-165). New York, NY: Sense Publishers.
- c) Irwin, R. L., Beer, R., **Springgay, S.**, Grauer, K., Gu, X., & *Bickel, B. The Rhizomatic relations of a/r/tography. In S. Springgay, R. Irwin, C. Leggo & P. Gouzouasis. (Eds.). *Being with a/r/tography* (pp. 205-218). New York, NY: Sense Publishers. Re-printed.

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- a) **Parrot, J., Springgay, S., Carpenter II, B. S., & Sloan, K.** On touching and a bodied curriculum. In J. Parrot, S. Springgay, B.S. Carpenter I, & K. Sloan (Eds.). *Curriculum for a Progressive, Provocative, Poetic, and Public Pedagogy* (pp. xxv-xxxiii). Troy, NY: Educator's International Press.

Artist Monograph Edited:

***Springgay, S. (Ed.). (2012).** *Diane Borsato*. Toronto, ON: Art Gallery of York University Press.

- a) **Springgay, S.** The 'Liveness' of pedagogy and the politics of touch in the work of Diane Borsato. In S. Springgay (Ed.). *Diane Borsato* (pp. 38-42). Art Gallery of York University Press.

Articles in Refereed Journals:

***Springgay, S. (accepted).** Volatizing bouquet. *Open Humanities Press*.

***Springgay, S. & Truman, S. E. (in press).** Research-creation walking methodologies and an unsettling of time. *International Review of Qualitative Research*.

***Springgay, S.** & Truman, S. E. (in press). Queering temporalities, activating QTBIPOC subjectivities and world-makings: Walking research-creation. *MAI: FEMINISM & VISUAL CULTURE*.

***Springgay, S.** & Truman, S. E. (in press). Queer temporalities and walking research-creation in Schools. *International Journal of Qualitative Studies in Education*

Springgay, S. (2018). How to write as felt: Touching transmaterialities and more-than-human intimacies. *Studies in Educational Philosophy* <https://doi.org/10.1007/s11217-018-9624-5>

***Springgay, S.** & Truman, S. E. (2017). A transmaterial approach to walking methodologies: Embodiment, affect and a sonic art performance. *Body & Society*, 23(4), 27-58

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***Springgay, S.** & Zaliwska, Z. (2017): Learning to be affected: Matters of pedagogy in the artists' soup kitchen *Educational Philosophy and Theory*. 49(3), 273-283.

***Springgay, S.** (2016). Towards a rhythmic account of working together and taking part. *Research in education*, 0(0), 1-7.

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*Rotas, N. & **Springgay, S.** (2013). 'You Go To My Head': art, pedagogy and a politics to come. *Pedagogies*, 8 (3), 278-290.

Hagedorn, A., & **Springgay, S.** (2013) 'Making Our Way Through': DIY and Crafting Communities in Toronto. *Craft Research*, 4 (1), 11-30.

***Springgay, S.** (2011) “The Chinatown Foray” as sensational pedagogies. *Curriculum Inquiry*, 41 (5), 636-656.

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*Bickel, B., **Springgay, S.**, Beer, R., Irwin, R. L., Grauer, K. & Gu, X. (2011). A/r/tographic Collaboration as Radical Relatedness, *International Journal of Qualitative Methods*, 10(1), 86-102.

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***Springgay, S.** (2009). The fantastical body and the vulnerability of comfort: Alternative models for understanding “body image”. *Alberta Journal of Educational Research*, 55 (1), 1-15.

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*Irwin, R. L., Bickel, B., **Triggs, V., Springgay, S.**, Beer, R., Grauer, K., Gu, X. & Sameshima, P. (2009). The city of Richgate: A/r/tographic cartography as public pedagogy. *The International Journal of Art & Design Education* 28(1), pp. 61-70.

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*Bickel, B., **Triggs, V., Springgay, S., Irwin, R., Grauer, K., Beer, R., & Gu X.** (2007). Transforming Public Spaces through Community-Engaged Art. *Amerasia*, 33 (2), 115-124.

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***Springgay, S.** (2006). An intimate distance: Youth interrogations of intercorporeal cartography as visual narrative text, *Cultuur + Educatie*, 15.

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Springgay, S. (2002). Arts-based educational research as an unknowable text, *Alberta Journal of Educational Research*, (3). CD Rom.

Editorials in peer-reviewed journals:

Carpenter, B. S. & **Springgay, S.** (2011). The politics of creativity, urban renewal, and education. *Journal of Curriculum and Pedagogy*, 8(2), 97-100.

Springgay, S. & Carpenter, B. S. (2011). The willfulness of curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 8(1), 1-3.

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Refereed Chapters in Books:

* **Springgay, S.** (forthcoming). The fecundity of poo. Working with children as pedagogies of refusal. In N. Lesko, *Affect and Education*.

***Springgay, S.** (2016). Meditating with bees: Weather bodies and a pedagogy of movement. In N. Snaza, D. Sonu, S. E. Truman, & Z. Zaliwska (Eds.). *Pedagogical matters: New materialism and curriculum studies* (pp. 59-74). NY: Peter Lang.

*Truman, S. & **Springgay, S.** (2015). The primacy of movement in research-creation: New materialist approaches to art research and pedagogy. In T. Lewis (Ed.). *Art's Teaching, Teaching's Art* (pp. 151-164). New York, NY: Springer.

*Truman, S. & **Springgay, S.** (2016). Propositions for walking research (pp. 259-267). In Powell, K., Bernard, P. & L. Mackinley (Eds). *International handbook for intercultural arts*. New York, NY: Routledge.

***Springgay, S.** (2014). Aproximate-rigorous-abstractions: Propositions of activation for posthumanist research. In N. Snaza & J. Weaver (Eds). *Posthumanism and educational research*, (pp. 76-90). NY: Routledge.

***Springgay, S.** (2013). How to be an artist by night: Critical public pedagogy and double ontology. In J. Sandlin, M. O'Malley, & J. Burdick (Eds). *Problematizing Public Pedagogy Handbook*. (pp. 133-148). New York, NY: Routledge.

Springgay, S. & Freedman, D. (2010). Sleeping with cake and other touchable encounters. In E. Malewski (Ed.). *Curriculum Studies—Next Moments: Exploring Post-reconceptualization* (pp. 228-239). New York, NY: Routledge.

Springgay, S. & Freedman, D. (2010). Breasted bodies and pedagogies of excess: Towards a materialist theory of becoming mother. In B. Shultz, J. Sandlin & J. Burdick (Eds.). *Public pedagogy: Education and learning beyond schooling* (pp. 351-365). New York, NY: Routledge.

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*Triggs, V., Irwin, R., Beer, R., Grauer, K., Springgay, S. & Gu X. (2010). The city of Richgate: Decentered public pedagogy. In B. Shultz, J. Sandlin & J. Burdick (Eds.). *Public pedagogy: Education and learning beyond schooling* (pp. 299-313). New York, NY: Routledge.

Bergman, N., Lucero, J., Springgay, S. & Gershon, W. (2009). Urban literacy, exchange and an aesthetic of civic engagement: Towards a curriculum and pedagogy of presence. In J. Burdick, J. A. Sandlin & T. Daspit, T. (Eds.). *Complicated conversations and confirmed commitments: Revitalizing education for democracy* (pp. 85-99). Troy, NY: Educator's International Press.

Springgay, S., Irwin, R., & Kind, S. (2008). A/r/tographers and living inquiry. In A. Cole and G. Knowles (Eds.). *Handbook of the arts on qualitative research* (pp. 83-91). New York, NY: Sage.

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Springgay, S., Irwin, R., L., & de Cosson, A. (2008). The liminal (s)p(l)aces of a/r/tographical research. In Four Arrows, aka D. T. Jacobs (Ed.). *The Authentic dissertation: Alternative ways of knowing, research and representation* (pp. 241-249). New York, NY: Routledge.

Garber, E., Sandell, R., Stankiewicz, M., Risner, D. with Collins, G., Zimmerman, E., Congdon, K., Floyd, M., Jaksch, M., Speirs, P., **Springgay, S.** & Irwin, R. (2007). Gender equity in visual arts and dance education. In S. S. Klein (Ed.). *Achieving gender equity through education* (pp. 359-380). New York, NY: Routledge.

Duncum, P. & **Springgay, S.** (2007). Extreme bodies: The body as represented and experienced through critical and popular visual culture. In L. Bresler (Ed.). *Handbook of Research in the Arts* (pp. 1143-11580). Boston, MA: Kluwer Springer Publications.

Springgay, S. & Freedman, D. (2007). A bodied curriculum, in S. Leafgren, M. O'Malley, A. Dentith, B. Schultz, L. Johnson, & J. Brady (Eds.). *The Articulation of Curriculum and Pedagogy for a Just Society: Artistry, Activism and Advocacy* (pp. 119-130). Troy, NY: Educator's International Press.

Invited Chapters in Books:

Springgay, S. & Clark, T. (2007). Mid term feedback on faculty teaching. In L. Farr Darling (Ed.). *Communities of inquiry in teacher education* (pp. 171-184). Boston, MA: Kluwer Springer Publications.

Springgay, S. (2006). Embodying visual arts assessment through touch: Imag(e)ining a relational arts curriculum. In P. Taylor (Ed). *Research in arts education and assessment* (pp. 135-151). Portsmouth, NH: Heinemann.

Springgay, S. (2004). Body as fragment: Art making, researching, and teaching as a boundary shift. In R. L. Irwin & A. de Cosson (Eds.). *A/r/tography: Rendering self through arts-based living inquiry* (pp. 60-74). Vancouver, BC: Pacific Educational Press.

Springgay, S. (2003). In the seam: Metaphors of experience. In K. Grauer, R. Irwin, & E. Zimmerman (Eds.). *Women art educators V: Conversations across time* (pp. 184-193) Kingston: Canadian Society for Education Through Art.

Springgay, S. & Irwin, R. (2003). Women making art: Aesthetic inquiry as a political Performance. In G. Knowles, L. Neilsen, A. Cole, & T. Luciani (Eds.). *Provoked by art: Theorizing arts-informed inquiry* (pp. 71-83). Halifax, NS: Backalong Books.

Wilson, S., Stephenson, W., **Springgay, S.**, Irwin, R. L., de Cosson, Al. & Adu Poku, S. (2002). Performative liberation: A multilectic inter/intrastanding of pedagogy. In T. Poetter, C. Haerr, M. Hayes, C. Higgins & K. Wilson Baptist (Eds.). *In(Ex)clusion (Re)Visioning the Democratic Ideal*. Troy, NY: Educator's International Press. <http://education.wsu.edu/journal>.

Articles Published in art publications:

Springgay, S. (2015). Working with children as pedagogies of refusal. Reprint. *Breach Magazine*, 3, <http://www.breachmagazine.ca/working-with-children>.

Springgay, S. (2015). Working with children as pedagogies of refusal. Toronto: YYZ Books.

Springgay, S. (Autumn 2013). The pedagogical impulse: Aberrant residencies and classroom ecologies. *C magazine for art and culture*.

Springgay, S. (2012). "Nightwalks with teenagers". *Visual Arts News, Spring*, 14-15.

Springgay, S. (March 2011). "Summerhill revised": Contemporary art and pedagogy. *C magazine for art and culture*.

Springgay, S. (2010). 'The Lactation Station' and a feminist pedagogy of touch. *n.paradoxa*, 26, 59-65.

Creative Accomplishments: (Since 2004)

Artistic-research Residencies

Listhus Artist Residency, Iceland August 2017

Guapamacataro Center for Art & Ecology, June-July 2013

Exhibitions/Performance works

The Artist Newsstand Collective, *The Artist's Newsstand*, Toronto Chester Subway, May 2015 – MAY 2016.

The Torontonians art collective, *Night walks with Teenagers*, Leeds, UK, June 2012.

The Starving Artist Collective, *The artist's soup kitchen*, Raging Spoon Café, Toronto, ON. January 9 – February 13, 2012.

The Torontonians art collective, *Producers of Parkdale*, Gladstone Hotel, September 2011 – August 2012.

The Torontonians art collective, *Night walks with Teenagers*, Cape Breton, NS, August 2011.

Springgay, S. *Trading, collecting and giving away Graeme Chalmers*. The University of British Columbia. May 30, 2008.

Springgay, S. & Ripley, R. *gestures of the everyday*. Nanaimo Art Gallery: Nanaimo British Columbia. February 12- March 12, 2005. Curator: Robin Fields. Installation “excess” using human hair.

Springgay, S. *mouth speaking flesh*. Gallery at the University of Northampton: Northampton, UK. September 16- 18, 2004. In conjunction with Interdisciplinary Landscapes: Post Feminist Practices in Performing and Visual Arts Conference. Video installation.

Invitational Exhibitions

Irwin, R., Beer, R., **Springgay, S.**, Grauer, K., & Gu X. with eight research families. *Rich Gate*. Richmond City Hall, March 24- May 28, 2007. Photographic installation inside City Hall, Public Banners in the Plaza at the Richmond Cultural Centre, and Bus Shelter Photographic Installations throughout city of Richmond.

Beer, R., Gu, X., Grauer, K, Irwin, R. & **Springgay, S.** and our research families. *The City of Richgate*. Beijing Normal University, Beijing, China June 17-21, 2005. Photographic and video installation.

Beer, R., Gu, X., Grauer, K, Irwin, R. & **Springgay, S.** and our research families. *The City of Richgate*. Southwest Normal University, Chongqing, China June 4-10, 2005. Photographic and video installation.

Springgay, S. *Dialogue and Diversity*, School of Visual Arts Faculty Exhibition, Palmer Museum of Art. Curator: Leo Mazow. June 28-September 18, 2005. Installation *Excess* using human hair.

Springgay, S. *Uncommon Ground*, Equinox Café, 2005. Millheim PA. Curator: Marla Jaksch. Installation of paper dresses.

Symposia, Workshops, Training Institutes (Public Engagement)

Indelible Refusal: Bodies, Performance, and Walking Resistance. Series of KM events at the University of Toronto, Feb-March 2018 (publics, artists, academics)

**Live Art, Social & Community Engagement: Interrogating Methodologies of Practice*. Symposia organized at the University of New South Wales Art Gallery, Sydney, Australia April, 2016 (public, artistis)

**Edible Matters: A Sensory Symposium*. Symposium organized at University of Technology Sydney, May, 2016 (academics, social enterprise workers, community workers)

*Affect Workshops (academics, artists), 2 3-day events organized at University of New South Wales Art Gallery, Sydney, Australia, June, 2015 and May, 2016.

**The Shifting Plane of Performance*, 3 day symposia organized at Hart House, University of Toronto, April 2012.

*Teacher Institute, 1 day institute for TDSB teachers organized at Brickworks, Toronto, October 2012.

Conference Presentations:

2018 **Springgay, S.** & Truman, S. E. (2018). *'To the landless': Walking and the re-mapping of place*. American Educational Research Association: New York, NY.

2018 **Springgay, S.** & Truman, S. E. (2018). *Counter-cartographical methodologies and geographies of race*. American Educational Research Association: New York, NY.

2017 **Springgay, S.** & Truman, S. E. *Walking Land: Decolonization, environmental ethics, and consent*. Paper presented at the 8th New Materialism Conference, Paris, France.

2017 **Springgay, S.** & Truman, S. E. *Transmaterial walking methodologies and A sound art project*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana.

2017 **Springgay, S.** & Truman, S. E. *From place-making to geo-ethics in walking research*. Paper presented at the International Congress of Qualitative Inquiry, Champaign-Urbana.

2017 **Springgay, S.** & Truman, S. E. *Stone Walks: inhuman animacies and queer archives of feeling*. Paper presented at the American Educational Research Association annual conference, San Antonio, Texas.

2017 **Springgay, S.** *We are weather: Re-imagining climate change through research creation*. Paper presented at the American Educational Research Association annual conference, San Antonio, Texas.

2016 **Springgay, S.** & Truman, S. E. *Stone Walks: inhuman animacies and queer archives of feeling*. Paper presented at the 7th New Materialism Conference, Warsaw, Poland.

- 2016 **Springgay, S.** *Volatizing Bouquet*. Paper and artistic intervention presented at the Hacking the Anthropocene Conference, Sydney, Australia.
- 2015 **Springgay, S.** *Public pedagogies as a minor gesture*. Paper presented at the Public Pedagogies Institute annual conference, Melbourne, VIC, Australia.
- 2015 **Springgay, S.** *Affect, pedagogy and spatial encounters: Re-thinking education as a materialist practice*. Paper presented at the New Materialism conference, Melbourne, VIC, Australia.
- 2015 **Springgay, S.** *Reverse metamorphosis: How to write as felt*. Paper presented at the Association for Australian Research in Education annual conference, Freemantle, WA, Australia.
- 2015 **Springgay, S.** *Propositions for more than human research*. Paper presented at the Association for Australian Research in Education annual conference, Freemantle, WA, Australia.
- 2014 **Springgay, S.** *Anarchiving: Propositions in movement for qualitative research*. Paper presented at the Australian Association for Research in Education, Brisbane, Australia.
- 2014 **Springgay, S.** *On the refrain*. Paper presented at the American Educational Studies Association Conference, Toronto, ON.
- 2014 **Springgay, S.** *The weather lab: Materialist understandings of contemporary art practices of ecology*. Paper presented at the American Educational Studies Association Conference, Toronto, ON.
- 2014 **Springgay, S.** *The plane of composition: Figuration, territory and the Artist's Soup Kitchen*. Paper presented at the Deleuze Studies International Conference, Istanbul, Turkey.
- 2014 **Springgay, S.** *The time image and video data in research-creation*. Paper presented at the American Educational Research Association Annual Conference, Philadelphia, PA.
- 2014 **Springgay, S.** *Walking and the living archive*. Paper presented at the American Educational Research Association Annual Conference, Philadelphia, PA.
- 2013 **Springgay, S.** *Affect and movement in art research and practice*. Deleuze Conference, Lisbon, Portugal.
- 2013 **Springgay, S.** *Aberrant movement: The time-image and video data in research-creation*. Paper presented at the Deleuze and Education conference, Perth Australia.
- 2013 **Springgay, S., Rotas, N., Zaliwska, Z.** *Diagrams and cuts: A materialist approach to research-creation*. Paper presented at the Bergamo conference on curriculum theory, Dayton, OH.
- 2013 **Springgay, S., Smitka, J., Rotas, N. and Truman, S.** *The Pu'Er Tea Ceremony: Art and pedagogy as an affective practice*. Paper presented at the Provoking Curriculum Conference, Ottawa, ON.

2013 **Springgay, S., Smitka, J., and Rotas, N.** *“How to make a classroom a work of art”*: Re-thinking the ‘artist-teacher’ from the perspective of social practice. Paper presented at the American Educational Research Association Annual Conference, San Francisco, CA.

2013 **Springgay, S. Rotas, N.** ‘You Go To My Head’: Art, pedagogy, and a ‘politics to come’. Paper presented at the American Educational Research Association Annual Conference, San Francisco, CA.

2013 **Springgay, S.** *How to be an artist by night: Critical public pedagogy and double ontology.* Paper presented at the American Educational Research Association Annual Conference, San Francisco, CA.

2013 **Smitka, J. and Springgay, S.** *The Pedagogical Impulse: Examining artist-residency case studies in two secondary schools.* Paper presented at the National Art Education Association annual conference, Dallas, TX.

2012 **Springgay, S.** *A surrounded space that expands in the direction you walk (panel).* Paper presented at the Open Engagement conference, Portland OR.

2012 **Springgay, S., Reed, H. & Jickling, H.** Paper presented as part of the *Alternative Schooling* panel at the Open Engagement Conference, Portland, OR.

2012 **Springgay, S., Reed, H. & Jickling, H.** *The Pedagogical Impulse.* Paper presented at the Open Engagement Conference, Portland, OR.

2012 **Springgay, S., Stern, N., & Ridgway, N.** *Sentimental Constructions: An eco-aesthetics of collaboration.* Performance and paper presented at the Performance Studies International Conference, Leeds, UK.

2012 **Springgay, S., O’Donnell, D., & The Torontonians.** *Nightwalks with Teenagers.* Performance and paper presented at the Performance Studies International Conference, Leeds, UK.

2011 **Springgay, S.** *Education as art: Questions of collaboration, ethics, and pedagogy.* Paper presented at the Homework: Infrastructures and collaboration in social practice, Brokencity Lab conference, Windsor, ON.

2011 **Springgay, S.** *Urban art/public interventions and the toposmia of field work.* Paper presented at the American Educational Research Association Annual Conference, New Orleans, LA.

2010 **Springgay, S.** *M/othering a bodied curriculum.* Paper presented at the Curriculum and Pedagogy conference, Akron OH

2010 **Springgay, S.** *DIY knitivism: Youth civic engagement through the arts.* Paper presented at the DIY citizenship, critical making, social media conference, University of Toronto, ON.

2010 **Springgay, S. & Freedman, D.** *Breasted bodies and pedagogies of excess: Towards a materialist theory of becoming mother.* Paper presented at the American Educational Research Association Annual Conference, Denver, CO.

- 2010 **Springgay, S.** *“The Chinatown Foray” as sensational pedagogy.* Paper presented at the Extra-Curricular Symposium, Justina M. Barnike Gallery, Hart House, University of Toronto, Toronto.
- 2010 **Springgay, S.** *Reexamining the complex aesthetic ecologies of arts-based research for a changing world.* Chair paper presented at the American Educational Research Association Annual Conference, Denver, CO.
- 2010 **Springgay, S.** *Provocations: Encounters between art and qualitative research.* Discussant paper presented at the American Educational Research Association Annual Conference, Denver, CO.
- 2010 **Springgay, S.** *Field work and arts-based research.* Chair and Discussant paper presented at the Curriculum and Pedagogy conference, Akron OH.
- 2009 **Springgay, S.,** Freedman, D., & Schultz, B. *Curriculum as collaboration.* Paper presented at the Bergamo Conference, Dayton OH.
- 2009 **Springgay, S.** & Freedman, D. *Troubling the borders of the m/other/land: Processes of homing in curriculum.* Paper presented at the Curriculum and Pedagogy Conference, Decatur, GA.
- 2009 **Springgay, S.** & Bergman, N. and the 9th grade Language Arts Students at Decatur High. *“Urban literacy” at Decatur High.* Paper presented at the Curriculum and Pedagogy Conference, Decatur, GA.
- 2009 **Springgay, S.,** Freedman, D., & Schultz, B. *Performing an ecology of collaboration in/as curriculum.* Paper presented at the American Association for the Advancement of Curriculum Studies conference, San Diego, CA.
- 2009 **Springgay, S.** *Experiments in walking as an aesthetic and relational practice.* Paper presented at the American Educational Research Association Annual Conference, San Diego, CA.
- 2008 **Springgay, S.** & Freedman, D. *Breastwork as curriculum: M/othering and the secret life of breasts.* Paper presented at the Curriculum and Pedagogy Conference, Decatur, GA.
- 2008 **Springgay, S.** & Lucero, J. *School as art.* Paper presented at the Curriculum and Pedagogy Conference, Decatur, GA.
- 2008 **Springgay, S.** *Trading, collecting, and giving away Graeme Chalmers: Generosity and exchange in relational learning experience.* Paper presented at the Graeme Chalmers Symposium, The University of British Columbia, Vancouver, BC.
- 2008 **Springgay, S.** *Being with a/r/tography and an ethics of embodiment.* Paper presented at the Canadian Society for Studies in Education Annual Conference, Vancouver, BC.
- 2008 Triggs, V., **Springgay, S.,** Irwin, R., Grauer, K., Beer, R., Bickel, B., & Ricketts, K. *Rich Gate: A community-engaged art/research project.* Paper presented at the Canadian Society for Studies in Education Annual Conference, Vancouver, BC.

- 2008 **Springgay, S.** *Feminist critical film practice: Troubling representation and spectatorship*. Paper presented at the Canadian Women's Studies Association Annual Conference, Vancouver, BC.
- 2008 **Springgay, S.** *Imagin(e)ing embodied resistance: Youth, art, and activism*. Paper presented at the Canadian Association for Studies in Women and Education Annual Conference Institute, Vancouver, BC.
- 2008 **Springgay, S.** *M/othering a bodied curriculum*. Paper presented at the American Educational Research Association Annual Conference, New York.
- 2008 **Springgay, S.** & Duncum, P. *Extreme Bodies*. Paper presented at the American Educational Research Association Annual Conference, New York.
- 2008 **Springgay, S.** *Conflict Resolutions: Embodied Globalization Through Critical Lenses*. Paper presented at the National Art Education Conference, New Orleans, LA.
- 2007 Beer, R., **Springgay, S.**, Irwin, R., Grauer, K., & Gu, X. *Dwelling in the spaces between public art and art education*. Paper presented at the National Art Education Conference, New York
- 2007 **Springgay, S.** & Freedman, D. *Curriculum and the cultural body*. Paper presented at the American Educational Research Association, Chicago, IL.
- 2007 **Springgay, S.** *The memory of touching: Embodied perception in contemporary video art*. Paper presented at the American Educational Research Association, Chicago, IL.
- 2007 **Springgay, S.** & Freedman, D. *Curriculum and the cultural body*. Paper presented at the 5th Annual Hawaii International Conference on Education, Honolulu, HI.
- 2006 **Springgay, S.** & Freedman, D. *Curriculum and the cultural body: Part II*. Paper presented at the Curriculum and Pedagogy Conference, Balcones Springs, TX.
- 2006 **Springgay, S.** & Freedman, D. *Curriculum and the cultural body*. Paper presented at the American Educational Research Association Conference, San Francisco, CA.
- 2006 **Springgay, S.**, LaJevic, L. & Wolf, M. *An ethics of embodiment through a/r/tographical inquiry*. Paper presented at the Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- 2006 Irwin, R. & Grauer, K. Co-authors: Irwin, R., Beer, R., Grauer, K., Gu, X., Bickel, B. & **Springgay, S.** *The City of Richgate: Rhizomatic Relations*. Paper presented at the National Art Education Association Conference, Chicago, IL.
- 2006 **Springgay, S.**, LaJevic, L. & Wolf, M. *An ethics of embodiment through a/r/tographical inquiry*. Paper presented at the International Conference on the Arts, Edinburgh Scotland.
- 2006 **Springgay, S.** *An ethics of embodiment and the work of Rebecca Belmore*. Paper presented at the Canadian Women's Studies Conference, York University, Toronto.

2006 **Springgay, S.** *The myth of national identity: Arts education and the re-negotiation of (trans)national subjectivities*. Paper presented at the International Society for Education in Art conference, Visu, Portugal.

2006 **Springgay, St.**, Irwin, R. L , Beer, R., Grauer, K., & Gu, X. *Rich Gate: Community based art and cultural identity*. Paper presented at the International Society for Education in Art conference, Vesu, Portugal.

2006 Irwin, R., Grauer, K., Gouzouasis, P., Leggo, C. & **Springgay, S.** *A/r/tography as living inquiry*. Paper presented at the International Society for Education in Art conference, Visu, Portugal.

2006 Irwin, R., Grauer, K., Gouzouasis, P., Leggo, C. & **Springgay, S.** *Investigating Curriculum Integration, the Arts and Diverse Learning Environments*. Paper presented at the UNESCO World Congress on Arts Education, Lisbon, Portugal.

2005 **Springgay, S.** *Interstitial flesh: Engaging in arts based research with youth*. Paper presented at the First United Kingdom conference on arts based research, Queen's University Belfast, Ireland.

2005 **Springgay, S.**, Irwin, R. L , Beer, R., Grauer, K., & Gu, X. *Rich Gate: Community based art and cultural identity*. Paper presented at the First United Kingdom conference on arts based research, Queen's University Belfast, Ireland.

2005 **Springgay, S.** *Inside the visible: Youth understandings of body knowledge through touch*. Paper presented at the International Visual Sociology Conference on the Body. Trinity College, Dublin, Ireland.

2005 **Springgay, S.** & Duncum, P. *Extreme bodies: The body as represented and experienced through critical and popular visual culture*. Paper presented at the International Visual Sociology Conference on the Body. Trinity College, Dublin, Ireland.

2005 **Springgay, S.** & Carpenter, B. S. *Changing channels: Digital video as creative resistance pedagogy*. Paper presented at the Curriculum and Pedagogy Conference, Miami of Ohio University, Miami, OH.

2005 **Springgay, S.** & Irwin, R. *A/r/tography as living inquiry*. Paper presented at the National Art Education Association Conference, Boston, MA.

2005 **Springgay, S.** *Relational aesthetics as artistic interventions in social justice education*. Paper presented at the American Educational Research Association Conference, Montreal, QU.

2005 **Springgay, S.**, Irwin, R., Grauer, K., Leggo, C. & Gouzouasis, P. *A Baroque Concerto: An A/r/tographical interplay of voices, research education, and the arts*. Paper and performance presented at the American Educational Research Association Conference, Montreal, QU.

- 2005 **Springgay, S.** & Irwin, R. (2005). Paper presented as part of a panel for the edited book *Creating scholarship: Writing the arts-based dissertation*, at the American Educational Research Association Conference, Montreal, QU.
- 2004 **Springgay, S.** *Measures of distance: Un/doing the body in and as curricula*. Paper presented at the Bergamo Conference in Curriculum and Pedagogy, Bergamo, OH.
- 2004 **Springgay, S.**, Irwin, R., & de Cosson, A. *Encountering the visual through living inquiry*. Paper presented at the Bergamo Conference in Curriculum and Pedagogy, Bergamo, OH.
- 2004 **Springgay, S.** *An intimate distance: youth interrogations of intercorporeal cartography as visual narrative text*, Paper presented at the Child Art after Modernism conference. Penn State University, University Park, PA.
- 2004 **Springgay, S.**, Irwin, R., Wilson Kind, S. & Darts, D. (2004). *A/r/tography: Arts based educational research*. Paper presented at National Art Education Association Conference, Denver, CO.
- 2004 **Springgay, S.**, Irwin, R., & Darts, D. *Interpreting visual culture: The hermeneutics of aesthetic experience*. Paper presented at National Art Education Association Conference, Denver, CO.
- 2004 **Springgay, S.**, Irwin, R., Wilson Kind, S., de Cosson A., & Pente, P. *Performative renderings as collaborative research: Towards the un/seen through a/r/tography*. Paper presented at Canadian Society for Studies in Education, Winnipeg, MB.
- 2004 **Springgay, S.**, Pontyz, S., & Meszaros, C. *un/done: Towards a theory of reception in a high school, film and media, and the art museum*. Paper presented at Canadian Society for Studies in Education, Winnipeg, MB.
- 2003 Irwin, R., Grauer, K., Wilson, S., de Cosson, A. & **Springgay, S.** *Hanging identities: Images of self in educational spaces*. Paper and art installation presented at International Conference on Imagination and Education, Vancouver, BC.
- 2003 **Springgay, S.**, Irwin, R., & Wilson, S. *A/R/Tography as a living practice: Re-imagining visual Encounters of space, language, and knowledge*. Paper presented at The Learning Conference, London, UK.
- 2003 **Springgay, S.** & Wilson, S. *Desire, disgust, and disrepair: The body in education*. Paper presented at Provoking Curriculum Conference, The University of British Columbia, Vancouver, BC.
- 2003 **Springgay, S.** *Thinking through bodies: Adolescent understandings of body knowledge, art, and education*. Paper presented at InSea- On Sea, Regional Congress, Stockholm, Helsinki, Tallinn.
- 2003 **Springgay, S.** *Communities seeing themselves seeing: Visual Art as Educational Research*. Paper presented at American Educational Research Association, Chicago, IL.

2003 **Springgay, S.**, Irwin, R., Wilson, S., & de Cosson, A. *A/R/Tography as a way of seeing beneath the surface of educational research*. Paper and video presented at American Educational Research Association, Chicago, IL.

2003 **Springgay, S.** & Peterat, L. *The making strange of the body: Re-representing femininity in a high school fashion show*. Paper presented at American Educational Research Association, Chicago, IL.

2003 Clarke, T. & **Springgay, S.** *Mid Term Feedback on Faculty Teaching*. Paper presented at the International Conference of Teacher Research, Chicago, IL.

2002 de Cosson, A., **Springgay, S.**, Wilson, S., Irwin, R., Stephenson, W., & Pente, P. *Cutting pedagogical A/R/T/S: Performing at the edges of a multilectic inter/intrastanding*. Paper presented at International Human Science Research Conference, Victoria, BC.

2002 **Springgay, S.**, Irwin, R., de Cosson, A., Wilson, S. *Cutting: A performative inter/intrastanding of the A/R/T/S*. Paper presented at Curriculum and Pedagogy and Arts-based Research Conference, Decatur, GA.

2002 **Springgay, S.** *Cloth as intercorporeality: an artist's inquiry into student perceptions of body images, visual culture, and identity*. Paper presented at Curriculum and Pedagogy and Arts-based Research Conference, Decatur, GA.

2002 Dunlop, R., **Springgay, S.**, Young, K. & Vaughn, K. *Who's afraid of arts based educational research: Curriculum theory, aesthetic texts, and validity*. A Presentation of The Red Shoes Research Collective. Paper presented at American Educational Research Association Conference, New Orleans, LA.

2001 **Springgay, S.** *The body knowing: Toward a pedagogy of uncertainty*. Paper presented at Canadian Society for Studies in Education Conference, Women's Caucus, as part of the Red Shoes Collective. Laval, QU.

2001 **Springgay, S.** *Museum mediated learning*. Paper presented at British Columbia Art Teachers Association Conference, Kelowna, BC.

2001 **Springgay, S.** *Joining inner outer spaces lives: Artistic ways of knowing*. Paper presented at British Columbia Art Teachers Association Conference, Kelowna, BC.

2001 **Springgay, S.** *Unruly bodies: Autobiography and visual art, a language of teaching*. Paper presented at the Association for Research on Mothering Conference; Women's Studies York University. Toronto, ON.

2001 Irwin, R., de Cosson, A., Adu Paku, S., **Springgay, S.**, Stephenson, W., & Wilson, S. *Performing the A/R/T/S: A pedagogy of self*. Paper presented at Curriculum and Pedagogy and Arts-based Research Conference, Victoria, BC.

(12) Invited Academic Lectures/presentations in classes

2018 **Springgay, S.** *Post-qualitative methodologies*. Invited lecture, Arizona State University, Tempe, AZ.

2017 **Springgay, S.** *'The Pedagogical Impulse': Research and creation*. Invited lecture, University of Illinois, Urbana-Champaign, IL.

2017 **Springgay, S.** *'The Pedagogical Impulse': Research and creation*. Invited lecture, Ontario College of Art and Design University, Toronto, ON.

2013 **Springgay, S.** *'How to be an artist by night': Art, pedagogy and double ontology*. Invited lecture, University of Illinois, Urbana-Champaign, IL.

2012 **Springgay, S.** *'The Pedagogical Impulse': Research and creation*. Invited lecture, Portland State University, Portland, OR.

2012 **Springgay, S.** *Art practice as research and pedagogy*. Invited lecture, University of Guelph, Guelph, ON.

2011 **Springgay, S.** *Critical approaches to arts-based research*. Invited paper and workshop presentation at the Narrative, Arts-Based, and Post Approaches to Research, Tempe AZ.

2008 **Springgay, S.** *Experiments in walking as an aesthetic and relational practice*. Invited Lecture to the School of Visual Arts and College of Education, University of Georgia at Athens.

2008 **Springgay, S.** *The arts, civic engagement, and pedagogies of social change*. Invited Lecture to the College of Education, The University of Ottawa.

2007 **Springgay, S.** *A bodied curriculum*. Invited Lecture to the Department of Curriculum and Instruction, Penn State University.

2006 **Springgay, S.** *An ethics of embodiment through touch and spacing: Pedagogies of resistance and the artwork of Rebecca Belmore*. Invited Lecture to the Department of Curriculum, Teaching, and Learning, OISE, The University of Toronto.

2006 **Springgay, S.** *An ethics of embodiment through touch and spacing: Pedagogies of resistance and the artwork of Rebecca Belmore*. Invited Lecture to the Department of Curriculum Studies, The University of British Columbia.

2004 **Springgay, S.** *Inside the visible: Youth understandings of body knowledge through touch*. Invited Lecture to the Art Education Department, The Ohio State University.

2004 **Springgay, S.** *Arts-based research*. Invited Lecture, Art Education Program, AED 501, Penn State University.

2003 **Springgay, S.** *Thinking through bodies: Adolescent understandings of body knowledge, art, and education.* Invited Lecture to the Art Education program, Penn State University.

(13) Selected Invited Lectures and Keynote Addresses (public)

2018 **Springgay, S.** *The ethics and politics of doing research-creation methodologies with diverse publics.* Invited lecture, Methods Lab, Goldsmiths, UK. (Lecture)

2018 **Springgay, S.** & Truman, S. E. *Walking Methodologies in a More-than-Human World: WalkingLab.* Invited keynote address at the Centre for Creative Relational Inquiry, University of Edinburgh, Scotland (Keynote)

2018 **Springgay, S.** & Truman, S. E. 'To the landless': Walking as counter cartographies and queer time. Invited keynote address at the European Congress of Qualitative Inquiry, Leuven, Belgium (Keynote)

2016 **Springgay, S.** *The primacy of movement in research creation.* Invited lecture at National College of Art and Design, Dublin, Ireland. (Lecture)

2016 **Springgay, S.** *Conversations in research-creation as thinking-in-movement.* Invited lecture at Limerick Art Gallery and Limerick School of Art, Limerick, Ireland. (lecture)

2016 **Springgay, S.** & Truman, S. E. *Extending Our Reach: Creating New Pathways Through Art, Research and Education.* Invited lecture at University College Dublin, Dublin Ireland. (Lecture)

2016 **Springgay, S.** & Truman, S. E. *Walkinglab: Walking methodologies.* Invited lecture at the Auckland University of Technology and St. Paul Art Gallery, New Zealand. (Lecture)

2016 **Springgay, S.** *The Pedagogical Impulse.* Invited lecture at the at the Auckland University of Technology, New Zealand. (Lecture)

2016 **Springgay, S.** & Truman, S. E. *Walkinglab: Walking methodologies.* Invited lecture at the University of Wollongong, Australia. (Lecture)

2016 **Springgay, S.** *Posthuman Pedagogies: Learning to be affected and the primacy of movement in research-creation.* Invited lecture at Sydney University Gender and Cultural Studies seminar series. (Lecture)

2015 **Springgay, S.** *Propositions for activation for research.* Keynote address at the Summer Institute for Qualitative Research, Manchester University, UK. (Keynote)

2015 **Springgay, S.** *More than human research methodologies.* Invited lecture at the University of Western Australia, Western Sydney Australia. (Lecture)

2007 **Springgay, S.**, Irwin, R., & Grauer, K. *A/r/tography as living inquiry*. Invited Keynote address at the Congresso Faeb, Florianapolis Brazil. (Keynote)

2007 **Springgay, S.**, Beer, R., Irwin, R. & Richgate research team. *Richgate: A community-engaged art project*. Invited Keynote address at the 2nd UK Arts Based Research Conference, Bristol, UK. (Keynote)

2006 **Springgay, S.** *A/r/tography as living inquiry: Arts based research in educational contexts*. Invited Keynote address at the Irish Educational Studies Association, National College of Art and Design, Dublin Ireland. (Keynote)

(14) Honours and Awards

Mary Rouse Early Career Award, The Women's Caucus of the National Art Education Association, 2010

Early Career Award, The Critical Issues in Curriculum and Cultural Studies Special Interest Group of the American Educational Research Association, 2009

Outstanding Dissertation Award, The Arts and Learning Special Interest Group of the American Educational Research Association, 2005

Post-Doctoral Fellowship, Social Sciences and Humanities Research Council, 2004

The Ted T. Aoki Prize for Outstanding Dissertation in Curriculum Studies, The University of British Columbia, 2005

The Gordon and Marion Smith Prize for Excellence as an Artist and Art Educator, The University of British Columbia, 2004

Teaching Assistant Prize, The University of British Columbia, 2003

Graduate Fellowship, Social Sciences and Humanities Research Council, 2003

University Graduate Fellowship, The University of British Columbia, 2002

McClellan Graduate Fellowship, Queen's University, 2000

Elliot Fellowship for Education, Queen's University, 2000