Abstract

I began going for a series of walks during my Arts Education Master’s program that permanently changed my view of the act. I came to see this type of reflective walking as Wandering, which I define as walking that becomes pedagogical in its imaginative call to slowness and reflection.

Much of learning seems to be conducted as a hurried affair. This timed approach to learning, and the stresses it brings, is what brought me to the autobiographical examination of the possibilities of wandering as reflection.

I begin with a look at historical connections between walking and thinking. I then discuss my modes of inquiry: narrative, poetic and performative. Next is an embodied textual wandering that places the reader on the journey with me, followed by a conclusion and a look at the texts that inform my perspective as an appendix.

Keywords: Wandering; walking; reflection; time; slowness; learning