

# **An Interdisciplinary Study in Fluvial Geomorphology**

***Lee Beavington***

## ***Author's Contact Information***

*Lee Beavington, Instructor, Amazon Field School  
Lab Instructor, Biology  
Kwantlen Polytechnic University  
12666 72 Avenue, Surrey, BC V3W 2M8  
Phone: 604-599-2322  
email: [lee.beavington@kpu.ca](mailto:lee.beavington@kpu.ca)*

## **Keywords**

embodied pedagogy, experiential education, interdisciplinary learning, poetic inquiry

## **Play to Learn**

In the grade two classroom  
gaze to the teacher  
ears on the clock  
I count the hours between Mrs. Parkinson's syllables  
convert them into fairies and frisbees  
fidget on the inside

I ask the teacher  
at every turn of the clock  
for a bathroom break  
anything to get out that door                      escape.  
two long breaths for each slow step  
finally space for my thoughts

recess and lunch are where I learn  
to touch what I want to understand—  
rivers that bend to gravity  
in the forgotten schoolyard corner  
teacher's voice but a tiny creek  
in the wild woods of my mind

on rainy days stick ships race the current  
bare handed dams carved  
against water's endless fall  
I hold soil that crumbles into grime  
oozing mud between fingertips  
perfect muck for pie-making play

to quest for the impossible  
stop the clouds one pebble at a time  
flow this river upstream  
socks soaked through  
every toe alive with curiosity  
to forever explore what can't be done

Mrs. Parkinson catches my muddied pants  
deep dug play she sees as time wasted  
the wonder muck treated like dirt  
she puts a stop to the river  
and I am left with that sad clock  
ticking toward an infinite afternoon

## **Learn to Play**

desks in columns and rows  
patrolled by Mrs. Parkinson  
long hours of interminable minutia  
ache to flex a boxed brain  
tick off each second

creative escape on the mind  
past the edified threshold  
freedom. down the disembodied stairs  
return sense to a disciplined body  
then slide back into the pedagogical seat

recess undulates with discovery  
prescribed learning funneled  
under the fence where possibility fled  
amid tributaries of the imagination

mould solid matter into tangible loam  
play geologist and tactile architect  
with a dribble of ecology and trickling physics  
interdisciplinary study in fluvial geomorphology

senses passionate and neurons stretched  
more determined each progressive cascade  
to excavate tunnels beneath teacher's voice  
a soluble puzzle never to be solved

fingernails soiled by grit  
evidence of learning deeply dug  
Mrs. Parkinson banned such errant play  
and left me a second hand education

## References

- Charlton, R. (2008). *Fundamentals of fluvial geomorphology*. London: Routledge.
- Hadzigeorgiou, Y. and Schulz, R.M. (2014). "Romanticism and romantic science: Their contribution to science education." Thematic Special Issue of Science & Education, 23(10), 1963–2006.
- Middleton, N. (2012). *Rivers: A very short introduction*. Oxford: Oxford University Press.
- Neilsen, L. (2004). Learning to listen: Data as poetry: Poetry as data. In L. Butler-Kisber & A. Sullivan (Eds.), *Journal of Critical Inquiry into Curriculum and Instruction*, 5(2), 40–42.
- Prendergast, M., Leggo, C. D., & Sameshima, P. (2009). *Poetic inquiry: Vibrant voices in the social sciences*. Rotterdam, The Netherlands: Sense Publishers.
- Wiebe, N.G. (2008, May). Mennocostal musings: Poetic inquiry and performance in narrative research. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 9(2), Art. 42, Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/413/897>