

# ***Interactive comment on “Representing the majority and not the minority: the importance of the individual in communicating climate change” by Sam Illingworth et al.***

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Thank you for your kind comments. We agree that a paragraph on the potential value and impact of research poetry would be of great benefit to the reader and would also strengthen the paper. We have constructed the following paragraph to address this issue, which also reflects on why poetry (rather than another artistic medium) was used in this approach; this paragraph will be inserted in Section 2 (Materials and Methods), where the poetry-writing exercises are first introduced.

Poetry can be used to help reframe and develop dialogue amongst participants and has an established history as a tool that can be used by researchers to both communicate with

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and elicit engagement amongst different audiences. For example, by turning participant recordings and transcripts into poetic performances, Finley (2003) demonstrated how poetic responses might be used to open up new dialogues with communities, using their own words but presented in an alternative format. Similarly, poetry that is written by participants can be used as data by researchers to better understand the lifeworlds of the authors, serving as powerful narrative examples in the development of education and advocacy goals (Poindexter, 2002). By asking the participants to write their own poetry, we hoped to enable them to consider their thoughts and opinions in a creative space, which could then be analysed alongside their non-poetic responses. The reasons that poetry was used rather than another artistic medium (e.g. sculpture or drawing) were two-fold. Firstly, the workshop facilitator (SI) has experience in both creating poetry and running poetry-writing workshops, as such he was able to play the role of what Vygotsky (1980) termed the 'More Knowledgeable Other', and in doing so could help to extend the social learning of the participants. Secondly, poetry writing is a very accessible activity that only requires paper and pens / pencils, and which can be both easily transported and also supported; for example, with regards to participants who are themselves unable to write.

## References

FINLEY, M. 2003. Fugue of the street rat: Writing research poetry. *International Journal of Qualitative Studies in Education*, 16, 603-604.

POINDEXTER, C. C. 2002. Research as poetry: A couple experiences HIV. *Qualitative Inquiry*, 8, 707-714.

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