

A Scholar–Practitioner Approach to International Mentoring Through Collaborative Partnerships¹

WESLEY D. HICKEY AND PEGGY B. GILL

The University of Texas at Tyler

CATHY AMONETT

O'Donnell Independent School District

Abstract

A new international partnership in southern Belize that provided ongoing mentoring, teacher development, and resource allocation in two rural schools was examined through interviews with key individuals. This research was implemented through a scholar–practitioner approach, which embraces the concept of researcher as change agent. The results suggested that this partnership was providing increased educational capacity in the schools through the development of instructional strategies and intellectual capital. There were few problems mentioned, but inadequate communication and lack of parental involvement were factors for one volunteer.

Educational attainment is often seen as a fundamental need in improving individual achievement and national economic development regardless of the current status of the country (Baldacci, Clements, Gupta, & Cui, 2008; Klasen, 2002). This means that national decisions on education often become politicized because of the importance of developing a generation of citizens who have a level of education that allows them to be efficient and productive citizens (Ravitch, 2010). This politicization is exhibited in developed countries as resources for

education are often provided in ways aligned with a particular political party's philosophy. Developing countries do not have the fiscal means to provide these types of resources. For example, Belize recognizes that better educational systems are an important national interest (Faber, 2010), but creating the educational capacity for student achievement may be challenging. One reason is that the educational foundation of professional teachers and administrators is often lacking (Thompson, 2008), as well as the aforementioned lack of financial resources (McGillivray, Naud, & Santos-Paulino, 2010).

Improving upon the problems of schools in developing countries may be analyzed through the lens of systemic change (Medley, Kennedy, O'Reilly, & Sweat, 2009). Systemic changes are recognized as important for long-term positive impacts (Peck, Gallucci, Sloan, & Lippincott, 2009). These changes in schools within developing countries may be challenging due to the variety of needs such as supplies, equipment, and educational attainment among personnel. One systemic approach to addressing these needs is the use of international partnerships that provide both resources and increased intellectual capital within the current system (Dolby & Rahman, 2008).

Determining the efficacy of these partnerships may be accomplished through participants who take a scholar-practitioner approach. Scholar-practitioners analyze information and provide feedback to determine the effectiveness of a system (Wasserman & Kram, 2009). This analysis and critique has a goal of increasing democratic behaviors and improving social justice (Jenlink, 2005). The purpose of this article is to report on one initiative, analyzed from a scholar-practitioner perspective, which provides systemic collaboration between the Belize Ministry of Education, the humanitarian organization Teachers for a Better Belize (TFABB), the United States Peace Corps, and two schools within the Toledo district of Belize. This is a partnership in which resources, mentoring, and educational knowledge are disseminated through focused Peace Corps Volunteer placement and humanitarian support. This article reports on the benefits and challenges of this model based upon interviews of teachers, principals, and Peace Corps volunteers who have been involved in the affected schools during the early phase.

Increasing Educational Capacity through Systemic Change: A Scholar-Practitioner Approach

Increasing educational capacity of schools is a strategic decision that requires collaboration among many stakeholders. Schools in developing countries may accept partnerships that are both positive and negative. Many humanitarian efforts have good intentions, but they adversely disrupt the processes that are in place. Local administrators accept initiatives that are not in the students' best interest because of the supplies and other goods that are offered. Other efforts are beneficial because organizers understand the context through local relationships

that ensure supportive improvement. The dynamics of a partnership, which may provide varying levels of comfort at the local level (Achem, 2010), provide systemic starting points for change.

The starting points of a system, along with the impact of feedback, are important long-term factors. Gribbon (2004) stated:

As I understood it, what really mattered was simply that some systems are very sensitive to their starting conditions, so that a tiny difference in the initial 'push' you give them causes a big difference in where they end up, and there is feedback, so that what a system does affects its own behavior.
(p. xx)

This suggests that understanding the initial conditions is important, and analyzing the outcomes may help provide the feedback needed for continued improvement (Johnson, 2007).

The outcomes of any school may be influenced in many ways, but one of the most important is the impact of teachers. Research suggests that educator quality may be one of the major challenges in southern Belize (Hickey, Gill, & Brown, in press). This problem is not purposeful, but it is the result of the system in place. The only way to change the ongoing problems of a system is to change the existing structure (Meadows, 2008). A partnership that addresses the concerns of teacher quality may provide an important restructuring to the current system.

Determining the effectiveness of international partnerships may be obtained through scholar-practitioner research (Kelman, 2000). A scholar-practitioner works within the system, striving to understand contextual issues and working to provide data for the legitimate feedback needed to be effective in increasing educational opportunities and social justice (Jenlink, 2005). This approach takes the theoretical foundation of scholarship and merges with the pragmatic requirements of the practitioner (Tyler, 2009).

Scholar-practitioners are more than researchers (Indiana University-Purdue University Fort Wayne, n.d.). They are change agents. Scholar-practitioner analysis provides important data regarding the effectiveness of the system, but there is a moral imperative to be a part of the process. This involvement changes the dynamics of the research process. The scholar-practitioner researcher both analyzes and changes instead of being removed from the process of practice (Kormanik, Lehner, & Winnick, 2009).

This involvement in improving the system increases the feedback that provides the foundation for improvement. Failure to provide feedback may increase the rate of system breakdown (Johnson, 2007). The interdependency and interaction of the parties in the organizations as provided in partnerships may provide the educational capital, mentoring, and feedback to keep the system in a state of disequilibrium, which is an important factor for change (Johnson, 2007).

Southern Belize

The southern region of Belize, known as Toledo, has some educational issues that are unique to this district. Toledo has a large indigenous population, with approximately 70% of the inhabitants being Mayan (Richardson, 2007), most of whom live in small villages within the forest. These villagers are predominantly subsistence farmers (Levasseur & Olivier, 2000), which places a limit on the ability to purchase resources for education. Toledo is isolated, with access to the region from the northern parts of the country through small airplane flights into the biggest town, Punta Gorda, or through ground transportation down the Southern Highway, which had several miles unpaved until 2009 (Zarger, 2009).

The geographic isolation of this region has made educational change more challenging in Toledo than in other parts of the country. Historically, national test scores have been lower (Bradley & Robateau, 2004), and attention to these students has been less concentrated. This is exhibited in the Education for All in the Caribbean (2000) report. Each district of Belize is reported, but Toledo is left blank. This is not to assume that the government is not concerned with the Toledo district, but that obtaining good data from a region that is as isolated and rural as this one is difficult. This is one of the reasons that Toledo is called the “forgotten land” (Crooks, 1997). Geographic isolation, indigenous populations that live in rural areas and a high level of poverty create challenges in both educational attainment and reporting.

Language issues create further educational obstacles. The Mayan children often speak Kekchi or Mopan at home (Achem, 2010), and other languages are dominant among the many cultures found in Toledo (Richardson, 2007). Although English is the official language of Belize, it is a secondary language to the majority of the children who attend schools in Toledo (Achem, 2010). English is used in classrooms, but the playgrounds and households use the primary language of the culture.

This outlines some of the problems of this region, but the educational issues are magnified because of the lack of teacher development. This often results in teachers who have few strategic tools (e.g., engagement, motivation, and instructional strategies) for meeting the needs of students. Initiatives that increase the intellectual capital within the school may provide the support needed for improvement.

TFABB Model Schools

Teachers for a Better Belize (TFABB) is a humanitarian organization that has been involved with the training of primary teachers in Toledo since 1996. Starting with a group of 20 teachers in 1997, training has increased to 278 participants in 2008 (Teachers for a Better Belize, 2009a). Principals asked to have workshops related to administrative roles, and these were included in 2005. This was important because any systemic change must occur with the buy-in of the

administrator of the school. The focus of these first trainings was English language literacy, which was requested by participants and is vital to the development of the students.

The importance of the training was exacerbated by the lack of education among most teachers and principals. Most school teachers in Toledo have no post-secondary education (Teachers for a Better Belize, 2009a). Although this level is higher among principals, there are still gaps in educational attainment (Hickey et al., in press). The curricular and pedagogical concepts of effectively teaching English language literacy are important to develop.

The model school program was initiated in the fall of 2009. The purpose of this program, which changed the overall general educator development offered by TFABB, was to provide focused resources in a few schools. The benefits from these schools would eventually diffuse to others through peer interaction and training. These schools, and the teachers and principals in them, would be developed as leaders in best practices of English language literacy instruction (Teachers for a Better Belize, 2009b).

This model required collaboration among many groups, including governmental agencies. The Toledo Ministry of Education provided access to the schools and approval of the process. This process included the use of a Peace Corp volunteer with a background in education to work within each focus school. TFABB provided resources, both physical (e.g., books and charts) and intellectual (e.g., additional teacher and Peace Corps volunteer development from TFABB members).

The additional responsibilities of TFABB included visits to the model schools and on-going training of the Peace Corps volunteer. These visits occurred at the school with the TFABB volunteer often staying for several days in the local area, which was important for relationship building and understanding the context of the situation. Crossley (2001) stated, "Too often internationally inspired educational innovations fail because they are not well fitted to the local context in which they are to operate, and to real needs, values, and priorities" (pp. 226–227). The TFABB model contextualizes the needs that exist within the rural schools through both on-site training and use of a Peace Corps volunteer who stays in the village.

Method

Scholar–practitioner researchers generally focus on influences working within the system (Tyler, 2009). This creates a more holistic approach to research, as opposed to one that attempts to control variables. Scholar–practitioners embrace their role within the system being studied, which creates an action research. Action research provides a different approach to data collection and analysis:

While action research makes use of many traditional data-gathering strategies, its orientation and purpose are slightly different. It does not use, for

instance, elaborate and complex routines originating exclusively from the perspective of the researcher; instead, action research collaborates with the very people it seeks to study. (Berg, 2001, p. 180)

Scholar–practitioners extend upon this description of action research by promoting a democratic and socially just vision (Jenlink, 2005).

This study used face-to-face interviews, which have the benefit of contextual cues and clarifying follow-up questions (Neuman, 2000). Questions were asked to individuals involved in three different roles within two schools in Toledo. The interviewees from each school included the principal, two teachers, and the Peace Corps volunteer. These individuals were involved in a collaborative partnership involving TFABB, United States Peace Corps, Belize Ministry of Education, and two local schools.

Triangulation of measures (Neuman, 2000) increases the validity of the research data by insuring that multiple viewpoints from different perspectives are expressed. Triangulation of data was created by interviewing individuals who had three different roles in the system at the school level. Similar themes across interviewees are more likely to be an accurate representation of the issues within the model school program.

The interviewees were asked two major questions: 1. What is going well with the collaborative efforts in the model school program? 2. What can be done to improve the model schools program? Follow-up questions around these themes were used as needed. The interviews were taped, and later transcribed and analyzed for crosscutting themes.

Results

Descriptive Data

This study analyzed the collaborative efforts of three organizations in improving two rural schools in southern Belize. One school was a Kekchi Mayan village located within the jungle. This school had 120 students with six teachers, and the principal was required to teach as well as perform administrative tasks. The school and village did not have electricity.

The second school studied was within two miles of the southern highway, but it was still considered rural. The proximity to the highway ensured that this school had more resources than the first school discussed. There was electricity in the school and some computer technology, although this resource was rarely used. There were 135 Kekchi Mayan students and six teachers in the school. The principal had full-time teaching duties.

Benefits of the Partnership: Peace Corps Perspective

The Peace Corps volunteer (PCV) at each school was interviewed regarding the benefits of the partnership. These individuals were the first to be a part of the

model school program, and each member had been involved with their school for only 4 months. One PCV had a degree in early childhood education the other was not formally trained in education, but was interested in working in schools. Both had an understanding of their role in the village schools prior to being placed. The program was new, so there was some individual discretion in developing roles, but mentoring in instruction for English language literacy was the key goal.

Both volunteers mentioned the importance of support outside of the Peace Corps. One PCV stated,

It has been really nice talking with some of the other education volunteers [TFABB] because we have dinner with management and ministry together. We get like a heads up that will help us know what is going on in school and that kind of collaboration is really exciting and some of the other volunteers do not get that because they are just introduced.

The other volunteer reiterated the importance of TFABB involvement, stating, "I like meeting [TFABB volunteers] when they came and still having correspondence with them. I know, [TFABB volunteer], she will be good about sending ideas and stuff." This Peace Corps volunteer also mentioned the importance of TFABB's role with staff, stating that "I think [teacher] was asking for her email address. So even [teacher] will be able to talk with her directly, too."

The PCV mentioned improved curricular strategies, and these were often related to the mentoring of teachers. "We just had TFABB in January and they were working on the traditional read alouds," one stated. The PCV said that the teachers found the read alouds "fun," which was a breakthrough in ensuring the continued use of this technique. This PCV also said, "we have started to see some writer's notebooks come into play." The other PCV stated, "the preschool is really transformed." This volunteer went further, "I am going into the different classes and like I have been going for a few days. Usually, I am able to help with something."

Benefits of the Partnership: Teacher Perspective

There were two teachers in each school interviewed regarding the model school partnership. There were several positive aspects of the partnership that were mentioned. The most common theme was the increased understanding of classroom strategies (e.g., engagement, motivation, and instructional strategies). One first year pre-school teacher stated, "They give me more knowledge," and "The Peace Corps is helping with my preschoolers." Another teacher stated that "They are helping us get the children to do better writing in school." This increased knowledge base through mentoring was reiterated in the statement, "She taught us and gives us some support with workshops helping us in teaching our language arts."

Resources in developing countries are often important, and one teacher mentioned this as a positive outcome of the partnership. "I am managing it [teaching] with the help of TFABB by providing us with books and the equipment that we

use for preschool,” a teacher stated. There were also comments about assistance in making charts, another resource-oriented statement.

Benefits of the Partnership: Principal Perspective

The two principals interviewed were more open in regard to the outcomes related to this partnership. General instructional improvement comments were common. “For sure our reading has improved”, “Our teachers are improving with her [Peace Corps volunteer] input,” and “One of the areas [in instruction] that TFABB, the Peace Corps, is to push is reading because our reading is really terrible” were some of the comments. The improvement in student performance through the incorporation of better teaching methods, such as read alouds and word walls, was a common theme.

Resource acquisition was mentioned, as well. One principal described the books that had been donated: “Every single child has a book with them and are able to read it at home.” The potential for obtaining further resources through the Belizean government was helped, as well. Both villages were attempting to obtain funding for a community library, and the Peace Corps volunteers were integral in helping with this process.

Areas for Improvement: Overall Perspective

There were few comments regarding areas that needed to be improved. This may have been due to the researchers’ involvement in the project. Although relationships had been formed over several visits, there may have been a tendency to avoid negativity in discussing the partnerships. As one principal stated, “Now if you ask if we have any shortcoming . . . I wouldn’t say shortcoming, but we have to set targets as to what we are going to target [*sic*] in order for us to be able to achieve.” The context of this statement suggested that he was simply discussing the next step, not any criticism. Another principal statement, when asked about any suggestions on making the collaboration more effective, stated that there needs to be more “parental support.” This may be a challenge within the school, but it is not a criticism of the partnership. However, it could be seen as a need to expand the partnerships to include parents. One teacher mentioned the need for more resources, but the overall theme could be summed up with one statement given, “So far everything is good.”

The Peace Corps volunteers were more vocal about some problems. One stated that “some ideas I am not confident enough to tell them, or I do not know enough to give them ideas.” There was also the mention of communication problems. Poor communication created a difference in expectations between the Peace Corps volunteer and principal.

Discussion

The scholar–practitioner approach to international partnership initiatives assists in providing analysis for increasing systemic change while continuing to be

involved in the process. Early analysis of educational reform attempts may provide the feedback required for effective change in open systems. This research was an effort to gain greater understanding, as well as provide feedback, in an educational partnership initiative between the Belize Ministry of Education, United States Peace Corps, and the humanitarian group Teachers for a Better Belize. This partnership was designed to increase intellectual and physical capital through mentoring and a focused collaborative partnership.

The interviews in this research suggested that the partnership was producing positive changes in the schools involved. The Peace Corps volunteers were creating greater intellectual capital through mentoring, and TFABB was assisting with teacher development and providing physical resources. This partnership also included the approval of the Ministry of Education, which provided greater assurance that principals and teachers were willing participants.

Positive changes included mentoring in instructional strategies for teachers to use in lessons. These new strategies are recognized by teachers as important for the potential increase in student achievement. Teachers have stated their appreciation, and short-term qualitative assessment from these interviews suggests that there are benefits. Extending upon this, one of the Peace Corps volunteers mentioned the benefits of brief teacher workshops after school to address specific needs. The principal of the school mentioned the benefit of these sessions, as well. These workshops increased the general intellectual capital of the school through the mentoring of the Peace Corps volunteer.

Increasing physical resources is important in any developing country, and many of the interviewees focused upon this benefit of the partnership. TFABB was able to concentrate educational resources on the model schools. This appears to be appreciated, but there was one comment that more was needed. This perception of more being needed may continue to be helped by the concentrated effort in the model schools.

There were few critical comments related to the model schools program. Although the researchers solicited any suggestions for improvements, most comments were positive or addressed a different issue. The one issue of lack of parent involvement points to an area of growth for the partnership. Although TFABB has a meeting with village leaders on each visit, this is not developing the desired working relationship with parents. The lack of inclusion of parents in the interview process illuminates the degree to which parents are not seen as partners in this endeavor.

That there were not more suggestions for improvement may be a limitation of the study. The interviewees may have been hesitant to share information they deemed critical. Humanitarian efforts in developing countries usually have good intentions, and recipients feel compelled to support them for pragmatic reasons, but there is difficulty in determining true feelings and beliefs.

Regardless, there was evidence that there were positive outcomes to this partnership. Student achievement, and the teacher behavior that leads to this success, appears to be improving based upon early reports of better student reading

scores. The building of the educational capacity within the village schools appears to be increasing, but further analysis and feedback is important for improving the partnership. As with all systems, recognizing the starting points and providing feedback assists in improving the decisions used for improvement. Scholar–practitioner leadership provides the mechanism for making systemic decisions based upon the data obtained from the initiative.

Scholar–practitioners have ambitions beyond analysis of data. The ultimate purpose that guides these researchers is to influence the democratic frameworks of the organization through the transparency of research. Research clarifies the state of the organization in regard to this purpose and provides data that can be used for improvement.

This partnership has the potential for transforming the schools of Belize in which they exist, but further studies must focus on the desired outcomes of student achievement. Student achievement provides the measure for effective education, and education is the foundation for increased social justice. Partnerships that provide assistance in accomplishing these objectives may become the small systemic deviation that creates major changes.

Notes

¹ This research was supported in part by the J. Burns Brown Fellowship and Teachers for a Better Belize.

References

- Achtem, J. (2010). *Collectively coming to know: An ethnographic study of teacher learning in Toledo, Belize* (Unpublished doctoral dissertation). University of Victoria, Victoria BC.
- Baldacci, E., Clements, B., Gupta, S., & Cui, Q. (2008). Social spending, human capital, and growth in developing countries. *World Development*, 36(8), 1317–1341.
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Needham Heights, MA: Allyn and Bacon.
- Bradley, R., & Robateau, D. (2004). Using literature to teach reading: A model that works. *Journal of Belizean Studies*, 26(1), 29–48.
- Crooks, D. L. (1997). Biocultural factors in school achievement for Mopan children in Belize. *American Anthropologist*, 99(3), 586–601.
- Crossley, M. (2001). Cross-cultural issues, small states and research: Capacity building in Belize. *International Journal of Educational Development*, 21, 217–229.
- Dolby, N., & Rahman, A. (2008). Research in international education. *Review of Educational Research*, 78(3), 676–726.
- Education for All in the Caribbean. (2000). *Country report: Belize*. Retrieved from http://www.unesco.org/education/wef/countryreports/belize/rapport_2_1.htm
- Faber, P. (2010). *Welcome to the Ministry of Education: Minister's welcome*. Retrieved from <http://www.moes.gov.bz/>

- Gibbon, J. (2004). *Deep simplicity: Bringing order to chaos and complexity*. New York: Random House.
- Hickey, W. D., Gill, P., & Brown, L. (2011). Scholar practitioner inquiry as international action research: Perceptions of principals in the Toledo district of Belize. *Scholar-Practitioner Quarterly*, 5(1), 69–81.
- Indiana University-Purdue University Fort Wayne. (n.d.). *Reflections on scholar-practitioner (SP) standards for the capstone course (EDUC E595) and checkpoints*. Retrieved from http://www.ipfw.edu/educ/assets/documents/UAS_ElemSec_Scholar_Practitioner_Forms_Capst.pdf
- Jenlink, P. M. (2005). On bricolage and the intellectual work of the scholar-practitioner. *Scholar-Practitioner Quarterly*, 3(1), 3–12.
- Johnson, N. (2007). *Simply complexity: A clear guide to complexity theory*. Oxford: Oneworld.
- Kelman, H. C. (2000). The role of the scholar-practitioner in international conflict resolution. *International Studies Perspectives*, 1, 273–288.
- Klasen, S. (2002). Low schooling for girls, slower growth for all? Cross-country evidence on the effect of gender inequality in education on economic development. *The World Bank Economic Review*, 16(3), 345–373.
- Kormanik, M. B., Lehner, R. D., & Winnick, T. A. (2009). General competencies for the HRD scholar-practitioner: Perspectives from across the profession. *Advances in Developing Human Resources*, 11(4), 486–506.
- Levasseur, V., & Olivier, A. (2000). The farming system and traditional agroforestry systems in the Maya community of San Jose, Belize. *Agroforestry Systems*, 49, 275–288.
- McGillivray, M., Naud, W., & Santos-Paulino, A. U. (2010). Vulnerability, trade, financial flows and state failure in small island developing states. *Journal of Development Studies*, 46(5), 815–827.
- Meadows, D. H. (2008). *Thinking in systems: A primer*. White River Junction, VT: Chelsea Green Publishing.
- Medley, A., Kennedy, C., O'Reilly, K., & Sweat, M. (2009). Effectiveness of peer education interventions for HIV prevention in developing countries: A systematic review and meta-analysis. *AIDS Education and Prevention*, 21(3), 181–206.
- Neuman, W. L. (2000). *Social research methods: Qualitative and quantitative approaches* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Peck, C. A., Gallucci, C., Sloan, T., & Lippincott, A. (2009). Organizational learning and program renewal in teacher education: A socio-cultural theory of learning, innovation and change. *Educational Research Review*, 4(1), 16–25.
- Ravitch, D. (2010). *The death and life of the great American school system*. New York: Basic Books.
- Richardson, R. B. (2007). Economic development in Belize: Two steps forward, two steps back. In B. S. Balboni & J. O. Palacio (Eds.), *Taking stock: Belize at 25 years of independence* (pp. 21–45). Benque Viejo del Carmen, Belize: Cubola Books.
- Teachers for a Better Belize. (2009a). *Our prior results*. Retrieved from <http://www.tfabb.org/pastresults.html>
- Teachers for a Better Belize. (2009b). *2009/10 program plan*. Retrieved from <http://www.tfabb.org/program0910.html>

- Thompson, C. T. (2008). *The role of early experience in the development of a professional knowledge-base and identity as a teacher: Investigating teacher preparation in Belize* (Unpublished doctoral dissertation). The Florida State University, Tallahassee, FL.
- Tyler, J. A. (2009). Moving beyond scholar–practitioner binaries: Exploring the liminal possibilities of the borderlands. *Advances in Developing Human Resources, 11*(4), 523–535.
- Wasserman, I. C., & Kram, K. E. (2009). Enacting the scholar–practitioner role: An exploration of narratives. *Journal of Applied Behavioral Science, 45*(1), 12–38.
- Zarger, R. K. (2009). Mosaics of Maya livelihood: Readjusting to global and local food crises. *NAPA Bulletin, 32*(1), 130–151.

About the Authors

Wesley Hickey is an associate professor at The University of Texas at Tyler in the Department of Educational Leadership and Policy Studies. He is the educational consultant for Caring for the World Films, as well as a volunteer for the humanitarian group Teachers for a Better Belize. His research interests include school bond elections, church/state issues, and international education initiatives. He may be reached via e-mail at: WHickey@uttyler.edu

Peggy Gill is a professor at The University of Texas at Tyler in the Department of Educational Leadership and Policy Studies. She is the director of Tyler GEAR UP, a U.S. Department of Education discretionary grant to improve the college enrollment rate of low income students. She has worked as both a public school teacher and administrator with a focus in the area of special education. Her current research interests include rural education, international education initiatives, and educational planning. She may be reached via e-mail at: pgill@uttyler.edu

Catherine Y. Amonett presently serves as an elementary principal at O'Donnell Elementary School in O'Donnell, Texas. She is currently a third-year doctoral student at Stephen F. Austin State University and will complete her doctorate in Spring/Summer 2012. Her research interests include the promotion of democratic educational practices using aesthetics, poetics, and reflection.