

Cartographies as Spaces of Inquiry on Secondary Teachers' Learning Nomadic Trajectories

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Abstract

This paper is part of the research project "How teachers learn: Educational implications and challenges to address social change" (EDU2015-70912-C2-1-R). In this project teachers are invited to build a visual cartography about their learning trajectories and participate in conversations to generate forms of understandings teachers' nomadic learning displacements (Braidotti, 2006, 2014), their tensions and professional learning expectations. Visual cartographies are both, an epistemological tool and a rithomatic research strategy, with a long trajectory in social sciences and education research (Paulston & Liebman, 1994; Ruitenbergh, 2007; Ulmer & Koro-Ljungberg, 2015). We took in particular, Guattari's notion of 'schizoanalytic cartographies' (Guattari, 1989) considered as maps which refuse a fixed and invariant domain of subjectivity, but are rather relational configurations, which change state and status as a function of particular assemblages. Some authors such as Braidotti (2014), Jackson and Mazzei (2009; 2012) have guided us to explore and signify what is outside the framework of the learning cartographies. Cartographies have been 'useful' for our research because were taken as a strategy to generate 'knowl-

edge' and relate to the theory (concepts such as 'becoming' 'nomadic learning' 'gestures', 'displacements', and so on). By generating visual cartographies, not as a method, but as an epistemological a way of knowledge, we try to inquiry those interstices, displacements, instable journeys, ways of knowing, assemblages and entanglement through which teachers perform their learning paths. During this process we do not seek for results but generate concepts and other ways of approaching to educational research.

Keywords

Cartographies, ABR, Teachers' learning, Postqualitative research.