

Mapping as Dis/Placing: a Post-Qualitative Cartographic Approach to Teachers' Learning

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Abstract

Over 2016 and 2017, the interdisciplinary research group Esbrina carried out the project “How Teachers Learn: Educational Implications and Challenges to Address Social Change,” during which about thirty educators were invited to build a visual cartography about their trajectories and to account for nomadic educational “displacements” (Braidotti, 2006, 2014), tensions and professional expectations. Our approach to the process of mapping teachers' learning was thought to be post-qualitative as far as we gave up “representational and binary logics” and saw “language, the human, and the material not as separate entities mixed together but as completely imbricated ‘on the surface’” (Lather & Pierre 2013, p. 630). In that sense, cartographies were not just a visual method but an entanglement in which heterogeneous entities – bodies and things, texts and situations, ideas and manners of doing, etc. – remained assembled. They also came to be a challenge that teachers had to solve by capturing and showing three issues previously proposed by us: a) the learning places b) their transits between the inside and the outside of the institution c) the sense they make to the very act of learning. Thus, we understood

each cartography not as a close result but as a space of thinking and making connections between teachers' nomadic learning experiences and a visual design. If the map is said to be not the same than the territory, in this case it was a method for shaking it and get access to "places" beyond pre-established frameworks about teaching and research.

Keywords

Cartography, Nomadic learning, Places of learning, Assemblage, Post-qualitative inquiry.