

Cartographies of Becoming in Education

A Deleuze-Guattari Perspective

Diana Masny (Ed.)



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Cartographies Of Becoming In Education A Deleuze Guattari Perspective

Kathryn Roulston

Cartographies Of Becoming In Education A Deleuze Guattari Perspective:

Cartographies of Becoming in Education Diana Masny, 2013-04-20 Cartographies of becoming in education A Deleuze Guattari Perspective proposes a non hierarchical approach that maps teaching and learning with the power of affect and what a body can do become in different educational contexts Teaching and learning is an encounter with the unknown and happen as specific responses to particular problems encountered with in life In this edited volume international scholars map out potential ruptures in teaching and learning in order to conceptualize education differently One way is through the multidisciplinary lens of MLT Multiple Literacies Theory in which reading is intensive and immanent The authors deploy different aspects of MLT while creating and experimenting with ethology teaching learning curriculum teacher education and technology in relation to visual arts music mathematics theatre workplace literacy second language education and architecture With the forces of globalization digital media and economic re structuring reconfiguring the social political and economic landscape societies require innovative ways of thinking about education Cartographies of becoming in education A Deleuze Guattari Perspective is a response to problems posed by such forces The problematic surrounding Deleuze Guattari and education continues to grow Diana Masny s scholarship in this area is well known and appreciated through her many essays and books that develop MLT Multiple Literacies Theory Cartographies of Becoming in Education A Deleuze Guattari Perspective continues her effort to broaden the notion of education and show its intersections with MLT The series of essays do this by forming a number of entries five to be precise politicizing education affect and education literacies and becoming teacher becomings and deterritorializing boundaries Each entry explores the way an MLT inflected orientation enables us to further grasp the creative inventiveness of the Deleuze Guattarian tool kit that can be applied to areas of music education ethnography art drama literacy mathematics landscape ecology ethology and teacher education It is a vivid illustration of the cartography that maps the rhizomatic movements that are taking place by international scholars who are deterritorializing education as a discipline of modernity I highly recommend this collection of essays to those of us who are continually asking how might education be rethought through the unthought It opens up new territories Jan Jagodzinski University of Alberta Author of Psychoanalyzing Cinema *Principles of Transversality in Globalization and Education* David R. Cole, Joff P.N. Bradley, 2018-07-07 This unique book comprehensively covers the evolving field of transversality globalization and education and presents creative research based thought experiments that seek to unravel the forces of globalization impacting education Pursuing various approaches to and uses of transversality with a focus on the ideas of Félix Guattari it is the only book of its kind Specifically it examines the influence of Guattari at the forefront of educational research that addresses enhances and sets free activist micro perspectives which can counter macro global movements such as capitalism and climate change This book is a global education research text that includes perspectives from four continents providing a balanced and significant work on globalization in education **The Routledge Companion to Teaching Music**

Composition in Schools Kirsty Devaney, Martin Fautley, Joana Grow, Annette Ziegenmeyer, 2023-08-18 The Routledge Companion to Teaching Music Composition in Schools International Perspectives offers a comprehensive overview of teaching composing from a wide range of countries around the world. Addressing the current state of composition pedagogy from primary to secondary school levels and beyond, the volume explores issues including different curricular and extracurricular settings, cultural aspects of composing, aesthetics, musical creativity, the role of technology and assessment. With contributors from over 30 countries, this volume encompasses theoretical, historical, empirical and practical approaches and enables comparisons across different countries and regions. Chapters by experienced educators, composers and researchers describe in depth the practices taking place in different international locations. Interspersed with these chapters are interludes by the volume editors that contextualize and problematize the teaching and learning of composing music. The volume covers a range of contexts including formal and informal, those where a national curriculum is mandated or where composing is a matter of choice and a range of types, styles and genres of musical learning and music making. Providing a wide ranging and detailed review of international approaches to incorporating music composition in teaching and learning, this volume will be a useful resource for teachers, music education researchers, graduate and undergraduate students and all those working with children and young people in composing music.

Children and the Ethics of Creativity Victoria Jane Hargraves, 2020-08-26 This book presents a critical reimagining of education and educational research in addressing practices of representation and their relation to epistemology, subjectivity and ontology in the context of early childhood education. Drawing on posthumanist perspectives and the immanent materialism of Deleuze and Guattari to conceive of early childhood education, childhood and indeed adult life in new ways, it highlights the powerful role of language in subjectivity and ontology and introduces affectivity as a concept which can be put to work to undo habitual relations and meanings. It proposes that ethical becomings require the engagement of an expansion and intensification of a body's affect or capacity and offers readers a provocation for enhancing creative capacity as an ethic. This book is an important contribution to the discussions on methods for living and of ways of thinking commensurate with the orientation of a posthuman turn.

Edusemiotics Andrew Stables, Inna Semetsky, 2014-10-10 Edusemiotics addresses an emerging field of inquiry, educational semiotics as a philosophy of and for education. Using sign as a unit of analysis, educational semiotics amalgamates philosophy, educational theory and semiotics. Edusemiotics draws on the intellectual legacy of such philosophers as John Dewey, Charles Sanders Peirce, Gilles Deleuze and others across Anglo-American and continental traditions. This volume investigates the specifics of semiotic knowledge structures and processes, exploring current dilemmas and debates regarding self-identity, learning, transformative and lifelong education, leadership and policy making, and interrogating an important premise that still haunts contemporary educational philosophy: Cartesian dualism. In defiance of substance dualism and the fragmentation of knowledge that still inform education, the book offers a unifying paradigm for education as

edusemiotics and emphasises ethical education in compliance with the semiotic unity between knowledge and action Chapters contain accessible discussions in the context of educational philosophy and theory crossing the borders between logic art and science together with a provocative theoretical critique Recently awarded a PESA book award for its contribution to the philosophy of education Edusemiotics will appeal to an academic readership in education philosophy and cultural studies while also being an inspiring resource for students Complicating, Considering, and Connecting Music Education Lauren Kapalka Richerme, 2020-05-05 In Complicating Considering and Connecting Music Education Lauren Kapalka Richerme proposes a poststructuralist inspired philosophy of music education Complicating current conceptions of self other and place Richerme emphasizes the embodied emotional and social aspects of humanity She also examines intersections between local and global music making Next Richerme explores the ethical implications of considering multiple viewpoints and imagining who music makers might become Ultimately she offers that music education is good for facilitating differing connections with one's self and multiple environments Throughout the text she also integrates the writings of Gilles Deleuze and Félix Guattari with narrative philosophy and personal narratives By highlighting the processes of complicating considering and connecting Richerme challenges the standardization and career centric rationales that ground contemporary music education policy and practice to better welcome diversity Quests for Questioners Kathryn Roulston, 2023-05-30 2024 SPE Outstanding Book Award Winner This edited book presents a range of quests for those who want to learn from others through asking questions in research interviews and conversations and attending to the more than human aspects of the world Authors in this book explore how to talk to people in ways that are responsive to cultural contexts and the challenges faced by people in everyday life how to think with concepts drawn from an array of theories including Karen Barad's concept of intra action Rosi Braidotti's work on cartographies and Gilles Deleuze and Félix Guattari's concepts of the fold and assemblage Authors discuss a rich array of interview practices used by contemporary scholars including how to a elicit verbal accounts from participants in culturally responsive ways b think with theory in relation to the use of interview methods and c integrate object graphic and photo elicitation methods and mobile and walking methods in research The book is designed to provoke and inspire readers creativity to take risks and integrate different approaches to doing interviews in their research in other words to undertake methodological quests to experiment with the art of asking questions Understanding the breadth of practices entailed in qualitative interview research can invigorate any researcher's practice This volume seeks to encourage researchers to design studies that account for how they interact with others in culturally responsive ways to consider how they can draw on theoretical concepts to re think re theorize and question conventional interview practices and to re imagine the generation of interview accounts using other ways of knowing including visual sensory and mobile methods Perfect for courses such as Introductory Research Methods Introductory Qualitative Methods Qualitative Research Design Interview Research Qualitative Data Collection **Education and the Politics of Becoming**

Diana Masny,David Cole,2020-10-28 This collection examines education in the light of a politics of becoming It takes a non hierarchical transdisciplinary approach challenging the macropolitics of pre established governmental and economic agendas for education Drawing on the philosophy of Gilles Deleuze and Felix Guattari the contributors consider questions such as how education might engage a politics of becoming and how education and becoming function in a society of control Since Deleuze and Guattari contend that a society is defined by its becomings its transformations this collection asks how education itself a process in becoming may contribute collective creations to a society in continual flux The chapters bring theory and praxis together deploying power affect cartography space relationality assemblage and multiple literacies in order to experiment with music art language teacher education curriculum and policy studies This collection is an innovative resource creating an encounter with the macropolitics of education and altering teaching learning evaluation and curriculum This book was originally published as a special issue of Discourse Studies in the Cultural Politics of Education **Nomadic Education** ,2008-01-01 This comprehensive and thoughtful volume is the first book to investigate assess and apply a philosophy of education drawn from the great French philosopher Gilles Deleuze It contains powerful and beautiful essays by some of the most influential Deleuze and Guattari commentators the chapters by Bogue Colebrook May and Semetsky and Genosko are particularly rewarding The book provides very useful situations within the philosophy of education and some interesting experimental developments of Deleuze s work notably in terms of new technologies and original methods This is then an indispensable work on Deleuze and education It covers the historical background and begins shaping debates for future research in this exciting and growing area Professor James Williams Professor of European Philosophy School of Humanities University of Dundee author of Gilles Deleuze s Difference and Repetition A Critical Introduction and Guide and The Transversal Thought of Gilles Deleuze Encounters and Influences Deleuze always said that education was an erotic voluptuous experience perhaps the most important experience we can have This collection captures that excitement and challenges what we think about how Deleuze should be taught and just as importantly what he taught Ian Buchanan Centre for Critical and Cultural Theory Cardiff University author of Deleuze and Guattari s Anti Oedipus and founding editor of Deleuze Studies Here are thirteen encounters with Deleuze s work that not only testify of the creativity and newness of Deleuze s own writing but that by taking these ideas into the field of education raise new questions signal new problems and provide genuinely new ways of educational thinking and being A rich source of inspiration for anyone who believes that education should not be about the reproduction of what already exists but should be committed to what is to become Gert Biesta University of Stirling author of Beyond Learning Democratic Education for a Human Future co editor of Derrida Education **Affective Cartographies** Sara Victoria Carrasco Segovia,Fernando Hernández Hernández,Juana María Sancho-Gil,2024-02-19 This book focuses on cartographies as epistemology and visual strategy highlighting three major axes corporeal affective and nomadic learning Based on the onto episte methodological and ethical displacement from reductive

approaches the book emphasizes new ways of understanding arts research teaching and learning processes at the university and beyond Contributions highlight practices focused on dialogue sharing readings and philosophical discussions which allow educators to move away from what is typically thought of as correct and reinforce the importance of a decolonized approach to learning and knowledge understanding the research process as an imperfect journey in becoming

The Two-fold

Thought of Deleuze and Guattari Charles J. Stivale, 1998-06-05 French philosophers Gilles Deleuze and Felix Guattari worked together extensively from the 1960s into the 1990s and the resulting intersections of their different sensibilities and modes of knowing fueled powerful alternatives to Marxian and psychoanalytic orthodoxies Yet readers approaching Deleuze and Guattari's works are often frustrated by the paucity or unfamiliarity of specific examples that might clarify their complex arguments This timely volume animates key concepts and terminology by applying them to provocative readings of literary texts films and cultural phenomena from *Apocalypse Now* to Cajun music and dance Drawing extensively from primary and critical sources to elucidate Deleuze and Guattari's theoretical contributions Stivale reinvigorates their two fold thought for use as an analytical tool in the humanities and social sciences The book also offers a clear introduction to the precollaborative phase of each thinker's work an interview Stivale conducted with Guattari and the first time English translation of a 1967 essay by Deleuze Winner Board of Governors Faculty Recognition Award Wayne State University

Dominant Discourses in Higher Education Ian M. Kinchin, Karen Gravett, 2022-01-13 This book examines the dominant discourses in higher education From the moment teachers enter higher education they are met with dominant discourses that are often adopted uncritically including concepts such as teaching excellence student voice and student engagement Teachers are also met with simplistic binaries such as teaching vs research quantitative vs qualitative research and constructivists vs positivists Kinchin and Gravett suggest that this may present a distorted view contributing to the disconnect between the aims and observable practice of higher education Rather than celebrating difference dominant discourses tend to seek similarities in an attempt to simplify and manage the environment In this book the authors share their belief that teaching and learning should be a thoughtful endeavour Thinking with a breadth of theories the authors explore the overlaps between different perspectives in order to offer a richer and more inclusive interrogation of the dominant discourses that pervade higher education Offering methodological approaches to explore these perspectives the authors bring together academics working in different parts of the university and examine the concept of a rich cartography considering how this can offer meaning within higher education research and practice

Teachers in Nomadic Spaces

Kaustuv Roy, 2003 Annotation Applying philosopher Gilles Deleuze's constructivist ideas that stress potentialities posed by problems rather than solutions Roy curriculum and instruction Louisiana State U Baton Rouge presents a case study and postmodern reconceptualization of how teachers in a new innovative urban school constructed their roles in a nomadic i e nonhierarchical learning space The book is not indexed Annotation c 2003 Book News Inc Portland OR booknews.com

The Education Assemblage Greg Thompson,2020-04-28 This collection works with the philosophy of Gilles Deleuze and his collaborator Felix Guattari in the context of education Deleuze once remarked that we get the philosophy we deserve because of the questions that we ask Deleuze saw that the work of philosophy was the creation of concepts those working with his theory are admonished not to follow but to think For Deleuze education remained a philosophical problem because it is connected to problems of language authority meaning and what it means to learn and think With that in mind these contributions were chosen because they apply this ethic to education to think again about what constitutes a problem In this book Deleuze s conceptual contributions such as affect assemblage the logic of sense and control society and modulation are put to work to consider various educational problems in educational settings What brings these contributions together apart from working with Deleuze is that they present education as a problem requiring new concepts Readers are invited into an encounter with Deleuze s thought because of the situations in which we find ourselves The chapters in this book were originally published as journal articles by Taylor and Francis journals Deleuze & Guattari, Politics and Education Matthew Carlin,Jason J. Wallin,2014

Deleuze and Guattari, Politics and Education Matthew Carlin,Jason Wallin,2014-05-22 Deleuze Guattari Politics and Education mobilizes Deleuzian Guattarian philosophy as a revolutionary alternative to the lingering forms of transcendence identity politics and nihilism endemic to Western thought Operationalizing Deleuze and Guattari s challenge to contemporary philosophy this book presents their view as a revolutionary alternative to the lingering forms of transcendence identity politics and nihilism endemic to the current state of Western formal education This book offers an experimental approach to theorizing creating an entirely new way for educational theorists to approach their work as the task of revolutionizing life itself Examining new conceptual resources for grappling with and mapping a sustainable political alternative to the clichés that saturate contemporary educational theory this collection of essays works toward extracting a genuine image of education and learning that exists in sharp contrast to both the neo liberal educational project and the critical pedagogical tradition Becoming an Educational Ethnographer

Juana M. Sancho-Gil,Fernando Hernández-Hernández,2020-12-28 This book provides practical advice on the learning and teaching perspectives of ethnography including what undertaking research looks like and the experiences it will bring It considers what it means to be and become an educational ethnographer and builds on an inextricable entanglement between the researchers field of study and their research trajectories With a range of carefully chosen international contributions this book uses a variety of practical case studies to provide further information about the pros and cons of this research perspective Chapter authors share the knowledge and experience gained from the research and how it has affected their approach to social phenomena This book is an ideal introduction for anyone considering research approach or becoming an educational ethnographer and will be of interest to researchers already working in this field Deleuze and Education Inna Semetsky,2004 Deleuze, Guattari, and Global Ecologies of Language Learning David R. Cole,Joff P. N. Bradley,2023 This

book is a selection of writings on Gilles Deleuze and Félix Guattari's philosophy and its connection with language learning Guattari philosophical approach endeavours to understand the relationships between literacy the literary and literature use

Pedagogy Out of Bounds Yusef Waghid, 2014-01-01 The focus of this book is on building on current liberal understandings of democratic education as espoused in the ideas of Seyla Benhabib Eamonn Callan Martha Nussbaum Iris Marion Young and Amy Gutmann and then examines its implications for pedagogical encounters more specifically teaching and learning In other words pedagogical encounters premised on the idea of iterations talking back and reasonable and compassionate action are not enough to engender forms of human engagement that can open up new possibilities and perspectives Drawing on the works of poststructuralist theorists in particular the seminal thoughts of Jacques Derrida Jacques Rancière Giorgio Agamben Jacques Lacan Stanley Cavell Maxine Greene Gilles Deleuze and Félix Guattari and Judith Butler it is argued that a democratic education in becoming has the potential to rupture pedagogical encounters towards new beginnings on the basis that teachers and students can never know with certainty and completeness Consequently it is argued that teaching and learning ought to be associated with pedagogical activities in the making more specifically a pedagogy out of bounds in terms of which speech and action would remain positively free sceptically critical and responsibly vigilant a matter of making teaching and learning more authentic so that students and teachers are provoked to see things as they could be otherwise through an enhanced form of ethical and political imagination It is through pedagogical encounters out of bounds that relations between teachers and students stand a better chance of dealing with the strangeness and mysteries of unexpected unfamiliar and improbable action

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