

Experimentações: o lugar como elemento de construção para uma Geografia viva

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Resumo

O presente trabalho parte das experiências de formação docente do presente autor enquanto professor de Geografia, na rede pública do estado de São Paulo na cidade de Rio Claro (SP), com estudantes do terceiro ano do ensino médio regular noturno durante o ano de 2022. O trabalho se desenvolve como uma narrativa de cunho qualitativo tendo como objetivo um mergulho na construção experiência-sentido docente a partir do cotidiano em sala de aula, de um professor recém-formado, explorando as potencialidades de uma Geografia viva elaborada a partir da pedagogia libertadora. Por meio da realização de uma oficina sob o aporte da categoria do Lugar e da linguagem fotográfica, propõe-se a compreender a relação entre a formação docente partindo da experiência da atuação em sala de aula, das relações entre professor e aluno e o que é vivenciado no cotidiano escolar. Os retratos apresentados nos trazem indícios das relações estabelecidas com o espaço vivido e experienciado apontando para novas possibilidades de um fazer geográfico.

Palavras-chave: Experiência. Formação de professores. Ensino de Geografia.

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Experiments: the place as a construction element for a living Geography

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Abstract

The present work is based on one of the author's teaching training experiences as a Geography teacher in the public education system in the municipality of Rio Claro, in the state of São Paulo, with students in the third year of regular evening high school during the year 2022. The work develops as a narrative of a qualitative nature with the objective of delving into the construction of teaching experience-meaning based on a recently graduated teacher's daily life in the classroom, while exploring the potential of a living Geography elaborated from liberating pedagogy. By carrying out a workshop supported by the category of Place and photographic language, it is proposed to understand the relationship between teacher training based on the experience of the classroom, the relationships between teacher and students and what is experienced in the classroom and school routine. The portraits presented give us clues about the relationships established with the lived and experienced space, pointing to new possibilities for geographic creation.

Keywords: Experience. Teacher training. Geography teaching.

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Resumen

El presente trabajo se basa en las experiencias de formación docente del autor como docente de Geografía en la red pública del Estado de São Paulo en la ciudad de Rio Claro-SP con estudiantes nocturnos de tercer año de la escuela secundaria regular durante el año 2022. El trabajo se desarrolla como una narrativa de carácter cualitativo con el objetivo de profundizar en la construcción de experiencia-sentido docente a partir del cotidiano en el aula, de una docente recién egresada, explorando las potencialidades de una Geografía viva elaborada desde una pedagogía liberadora. Mediante la realización de un taller apoyado en la categoría de Lugar y lenguaje fotográfico, se propone comprender la relación entre la formación docente a partir de la experiencia de trabajo en el aula, las relaciones entre docente y alumno y lo que se vive en el aula escolar. Los retratos presentados nos traen evidencia de las relaciones establecidas con el espacio vivido y experimentado, apuntando a nuevas posibilidades para la práctica geográfica.

Palabras clave: Experiencia. Formación de profesores. Enseñanza de geografía.

Introduction

The training of Geography teachers is permeated by certain tensions, primarily within the scope of teacher education programs. According to Cavalcanti (2008), academic Geography remains largely focused on the learning of theoretical content, presenting itself as a pragmatic and systematic science. This focus often overlooks teaching practice during the initial training of teachers. As Rosa (2006) points out, the emphasis is placed on the training of specialists in specific subfields of Geography, based on the assumption that mastering content alone is sufficient for teaching.

Another factor to consider in the training of Geography teachers is the curricular structure, specifically the separation between teaching degrees and bachelor's degrees. This division fosters a gap between theory and practice, as bachelor's degree holders are historically regarded as researchers, while teachers are often seen merely as content transmitter (MENEZES; KAERCHER, 2015).

In this perspective, drawing from the concept of multiplicity in Deleuze and Guattari (1995), how can we train teachers through a curriculum that aligns itself with the unicity of knowledge? As Gallo (2007, p. 6) argues,

In terms of knowledge, there is no artificial fragmentation of unity that needs to be restored; rather, unity itself is artificial, a fable created by our illusions. In terms of curriculum, there is no 'reconnection of knowledge' to be pursued, as there is no way to 'reconnect' what has never been connected. On the contrary, what we need to seek are forms of dialogue within difference, dialogue within multiplicity, without the intent of reducing differences to sameness, to oneness.

The experiential nature inherent in geographical science, which directly connects with mediating students' everyday lives, must also be emphasized. In this regard, we recognize that the difficulty in articulating theoretical and practical knowledge stems from the compartmentalization present in higher education curricula. This challenge is evident in the recurring reports from university students regarding obstacles encountered during classroom internships, which consistently permeate the daily reality of initial teacher training.

The experiential dimension arising from this difficulty in bridging theoretical, practical, and experiential knowledge seems to persist when the Geography teacher—here referring to myself—enters the context of a public school classroom. This is particularly true in a nighttime regular high school setting, where students of various ages converge. The question arises: *What to do?* This question, far from being silenced or paralyzing, serves as a catalyst for movement and reflection.

Thus, we aim to understand the relationship between teacher education and the lived experiences in the classroom. This involves examining the interactions between teachers and students and the realities of everyday school life, as illustrated through a narrative of teaching experiences with third-year nighttime high school students, explored via a photography workshop. Furthermore, we rely on our encounters in the classroom and with individuals enrolled in the regular nighttime high school program to map out the experimental processes inherent in teacher training (2021).

We emphasize that the use of the category of *Place* through the lens of phenomenology is particularly significant to us due to its potential to value the sensitive, the experiential, and the intertwining of stories and memories within the realm of the everyday, the lived space. Here, we focus on the various perceptions of lived space, as these are expressed through the experiences documented in this text. Furthermore, we understand the teacher as an individual who can contribute to the process of social emancipation, and this work is crafted with the aim of opening new possibilities for teacher education, fostering a humanizing pathway. This aligns with Freire's (1994, p. 168) perspective:

an education in which the practice of teaching content is never dichotomized from teaching to think correctly teaching a non-dogmatic, non-superficial way of thinking. A critical thinking that continuously forbids itself from succumbing to the temptation of mere improvisation.

To this end, we designed a photography workshop with third-year students from the nighttime regular high school program at a public state school, where I worked as a Geography teacher in 2022, in the city of Rio Claro (SP). The workshop aims to highlight the experiences of students within the context of a public, peripheral, and urban school space. It seeks to build upon an exercise of connecting with the students' lived place in this case, the school while simultaneously experimenting with the teacher training process, broadening the experience of exploring new paths both inside and outside the classroom.

The decision to implement a workshop stems from our understanding of the creative potential embedded in its use as a research tool, as it provides participants with the opportunity to engage in hands-on practice and collaborative creation.

Methodology

During the development of the intervention, we assumed that we would begin from the realm of experience, which, according to Bondía (2002, p. 22), is "what happens to us, what touches us." With this in mind, we aimed to design an approach that would encompass the sensitive, the experience

Experiments: the place as a construction element for a living Geography of constructing space collectively, while simultaneously being rooted in the individual perspective. Therefore, we selected photography as the medium, embracing the idea of focusing on the students' individual narratives through their own images, recognizing the creative potential of the photographic exercise. We chose to center the activity within the students' everyday sphere—the school—a place where they spend many hours each day. What affected them during their routine in this space? What did they want to highlight?

Our proposal, structured as a workshop, consisted of two 45-minute sessions. The first session was dedicated to an interactive lecture about the concept of *Place*, divided into two parts: the first focused on presenting the concept of *Place* from a phenomenological perspective; the second encouraged reflections on lived space, experiences, and memories, culminating in an outdoor activity where students captured a single photograph representing their experience in the school environment.

We believe that photographic recording, in addition to positioning the subject as an observer, also situates them as a participant, enabling a dialogue with the lived space through images. Furthermore, photography holds the potential to be utilized as a source of historical record, as Mauad (1996, p. 3) elucidates:

between the subject who observes and the image they create lies much more than what the eyes can see. Photography [...] is an elaboration of what has been lived, the result of an act of investing meaning, or even a reading of reality conducted through a set of rules that include, among others, technical knowledge and control.

The workshop aimed to identify elements that would enable both students and the teacher to collectively reflect on the relationships they establish with *Place*. We consider the school as the locus of a sociocultural space, not merely constituted by walls, pillars, classrooms, and desks, but also by a myriad of social and historical subjects immersed in diverse contradictions, who are placed at the center of this discussion. Thus, as articulated by Ezpeleta and Rockwell (1986), understanding the school as a social construct implies grasping it through its daily acts, where the subjects within it are in constant relational construction amidst the institutional dimension governed by rules and norms that seek to limit their actions, and the everyday dimension, composed of social relationships between individuals and the institution.

The methodological approach was grounded in cartography as a research-intervention method, as the objectives were developed along the way, guided by the clues provided to us. As Passos and Barros (2009) explain, the challenge of using cartography as a method lies precisely in reversing the traditional research approach. The authors argue that all research is an intervention carried out through

a “[...] dive into the experience that connects subject and object, theory and practice, on the same plane of production or co-emergence – what we may call the plane of experience” (PASSOS; BARROS, 2009, p. 17).

We align with the authors in asserting that the cornerstone of this process becomes the experience itself as a way of doing, thereby prioritizing the plane of experience as an intervention. This experience involves both the researcher and the participants in a process of walking together, emphasizing that the design and implementation of the workshop proposal emerged as a result of this shared journey, representing a point of arrival rather than departure.

The significance of the *Place* category, from a phenomenological perspective, is particularly noteworthy for both teacher and student in the context of this proposal. It opens up possibilities for diverse interpretations of geographical practice, discovering new ways to validate students' experiences within theoretical Geography studies. Teaching Geography through the lens of *Place* makes the learning process more meaningful, facilitating an understanding of the concept and recontextualizing the collective and individual experiences that shape the multiple ways of experiencing geographic space.

Gomes (1996, p. 320) reinforces the connection between geographical science and lived space, asserting that its role in understanding the subject's subjectivity does not seek, in a Cartesian manner, to devise new regulatory or generalizing norms. Instead,

[...] its starting point is, on the contrary, the singularity and individuality of the spaces studied. It also does not aim to produce prospective or normative results, as is the case with so-called rationalist sciences. Its main objective is to provide an interpretative framework for spatially lived realities. Objectivity does not stem from strict rules of observation but from the possible use of various interpretations to understand the social behavior of actors in space.

In this sense, we propose an attempt to break away from the persistent descriptive approach often present in how Geography is introduced to students. Through phenomenology, we allow ourselves to embrace an understanding of the world through the lens of lived experience and perception. This perspective is highly valued by geographers from the humanist school of thought, in which, as Lencioni (2003, p. 149) states, “phenomenology prioritizes perception and understands that any preconceived idea about the nature of objects must be abolished.” Aligning with Lencioni (2003), we emphasize the importance of studies that consider the space lived and perceived by individuals. This phenomenological approach serves as a crucial element in methodological construction, one that prioritizes subjectivity and experience as central to understanding and teaching Geography.

Development

The sessions for implementing the proposed workshop took place in a public school located in the municipality of Rio Claro (SP), a city with approximately 201,000 inhabitants according to the latest census conducted by the Brazilian Institute of Geography and Statistics (IBGE) (2022). The city, which developed between the Corumbataí River and Ribeirão Claro, is part of the Piracicaba mesoregion, along with 22 other municipalities, including Araras, Santa Gertrudes, Cordeirópolis, Limeira, and others. The school where the workshop was conducted is situated in the Jardim Ipanema neighborhood, in the northern zone of the city. It primarily serves a lower-middle-class and low-income population, situated in a traditionally urban and peripheral context with a history of violence in its surroundings.

The school is located on a street with high vehicle and pedestrian traffic, serving as a significant link between peripheral neighborhoods and the city's central area. Along the street, one can find a variety of businesses, including bakeries, bars, furniture stores, supermarkets, and auto repair shops.

Despite the commercial diversity surrounding the school, interactions with students and observations of the neighborhood reveal a lack of recreational areas and spaces promoting cultural and sports activities. In daily conversations, it is common to note that social spaces outside the school are limited to the municipal park *Lago Azul* which is far from the school and neighborhood a nearby soccer field, and local churches.

The school itself is a single-story building occupying an entire block, surrounded by tall dark-colored walls supported by gray pillars. The classrooms face a rectangular central courtyard, with open corridors facilitating student movement throughout the space. At the back of the school is a sports court, a space often contested by students, along with the cafeteria tables situated in front of the kitchen window where daily meals are served.

Faria Filho and Vidal (2000, as cited in Silva, 2016) highlight three phases in the evolution of school architecture in Brazil. The first phase, spanning the 18th and 19th centuries, was characterized by improvised spaces such as churches, sacristies, commercial buildings, and teachers' homes. The second phase, from the late 19th to early 20th century, focused on monumental architecture, with the aim of making public buildings easily recognizable and exuding nobility and stability. The third phase, beginning in the second decade of the 20th century, saw the proliferation of functional schools. These schools, in stark contrast to earlier monumental structures, were based on simple, cost-

effective, standardized designs, reflecting the interwar period's scarcity and the rise of spatial planning. The school where this study was conducted aligns with this third pattern, offering a functional and spacious environment, including a reading room, a computer lab, and multimedia facilities.

I arrive at the school at 6:40 PM, and the external dynamic is as usual, with students arriving around 6:50 PM, when the school gates open. Some students habitually arrive early, socializing in front of the school, which becomes a gathering space. The third-year nighttime high school students, most of whom are employed, tend to arrive late as they come directly from work. These students live in the surrounding neighborhoods and work in various parts of the city. During school hours, the area near the gate is minimally occupied, becoming active again at 10:50 PM as students leave. This illustrates the diverse ways the external school space is used—serving as a mere passageway for some and as a meeting place for others.

At 7:00 PM, I head to the classroom for the routine activities: a greeting of "good evening," attendance check, and initial updates about the week, as Geography classes for the third-year nighttime high school students are held only once a week. A range of topics is shared, from work-related events to complaints about the exhausting routine and anxieties about plans for the upcoming year. After presenting the concept of *Place*, I invite the students to freely walk around the school to respond to a generative question: *"If you were to choose one place in the school that represents your relationship with the school environment, which place would it be?"*

At the moment the question was posed, remarks and comments about different spaces within the school and stories of experiences students had during their time there began to emerge. Some students expressed doubt about whether they were allowed to leave the classroom and walk around at that moment, asking if it was truly permitted, given that they were in class. This hesitation likely stems from the notion of the school space as a place of confinement, instilled throughout their schooling, combined with the school's physical structure, which commonly includes fences, locks, padlocks, and both physical and subjective barriers. It is noted that the student's question aligns with the school's disconnection from its external surroundings: surrounded by high walls, outfitted with fences and padlocks, elements that mark an intentional physical boundary aimed solely at isolation. Faria Filho and Vidal (2000, as cited in Silva, 2016) argue that schools are often vandalized due to the limited sense of identity students feel with the spaces they traverse a phenomenon commonly observed in this school, where desks and walls frequently appeared deteriorated

The reality of rigidly demarcated, regulated, and hierarchized spaces, which are entirely at odds with youth culture, combined with poor structural conditions, prevents young students from identifying with the school. This results in a sense of non-belonging (SILVA, 2016, p. 214).

The proposed activity, as initially mentioned, involved a photographic outing with the intention that students would capture whatever first came to mind, within the school's internal perimeter, when considering the relationship between students and the school as a lived space. The outing was met with enthusiasm, and near the end of the 45-minute session allocated for the activity, the students returned to the classroom. They were all animated, sharing past stories about tournaments, old friendships, flirtations, and conflicts. I note that only one student chose to complete the activity in the classroom. When asked about her choice, she explained that she had spent most of the year in the classroom, sitting in the front rows, and found her reason for capturing the chalkboard from her perspective. To conclude the session, I asked the students to send me their photos and, for the following week, to reflect on the stories they had shared and to write captions for the images. I printed the submitted photos without any editing.

The following week, I returned to the classroom with the printed photos displayed on a table. The students eagerly revisited their photographs, examining the results with anticipation. I had anticipated some confusion in identifying the images, as some photographs depicted similar spaces from different angles. However, what emerged was excitement over the outcomes. As they claimed ownership of the images, they wrote captions and hung them on a display line for exhibition, as documented in Figure 1.

Figure 1 – Exhibition Line



Source: Author's personal archive(2022).

We collectively noted, during the oral discussion, the wide range of places captured by the students, including classrooms, the computer lab, and, predominantly, outdoor spaces. The students' evident attraction to areas outside the classroom such as the courtyard, sports court, and cafeteria—is striking. Drawing from Lefebvre (2006), we discussed the idea that space is a product of social production and is conceived through three dimensions: the conceived, the perceived, and the lived. Lefebvre (2006) argues that these three dimensions conceptualize space in an inseparable and dialectical manner. For him, the *conceived space* is one created by planners and architects, a rationalized space designed for a specific function. The *perceived space* emerges from social practices, everyday life, and the daily activities conducted within it. This dimension encompasses everything that presents itself to the senses what is perceived through sight, smell, taste, and touch. Finally, the *lived space* is rooted in representations. According to the author, these are spaces "[...] imbued with imagination and symbolism, originating from the history of a people and that of each individual belonging to that people" (LEFEBVRE, 2006, p. 70). Thus, this last dimension derives from experiences and reflects how individuals engage with and experience the practices developed *in* and *with* the space.

A social space includes not only concrete materiality but also a concept that is thought and felt an *experience*. Materiality in itself or material practice alone has no existence from a social perspective without the thought that expresses and represents it and without the element of lived experience, the feelings invested in this materiality (SCHMIDT, 2012, p. 14).

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Thus, even though the school space is conceived with specific functions in mind, students appropriate and create alternative ways to occupy the space: inhabiting, studying, conversing, and playing.

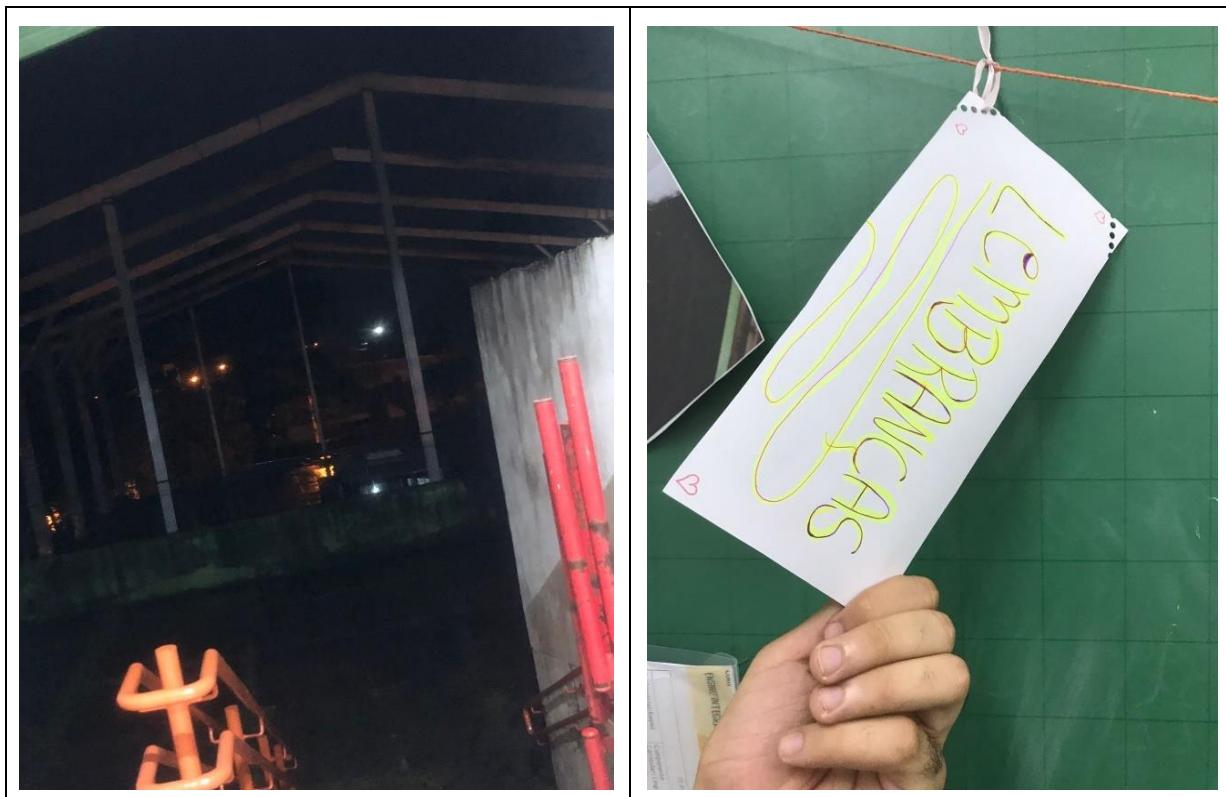
With this in mind, let us begin presenting the material produced during the workshop, as documented in Figures 2 and 3.

Figure 2 – Peace and Freedom



Source: Author's personal archive (2022)

Figure 3 – Memories



Source: Author's personal archive(2022).

The images in question, Figures 2 and 3, present different perspectives of the same place and were the first to be displayed on the line. Here, the authors chose to photograph the corridor leading to the sports court, assigning the captions “peace and freedom” and “memories,” respectively. For both students, the court symbolizes a space of freedom a place of encounters where they can walk freely, talk, and experience the space as they wish.

I observe that the memories of some begin to influence the experiences of others, and the classroom transforms into a web of conversations about past events. Much like a rhizome in its intricate network of connections, the images and captions intertwine, forming a multiplicity of different spaces and meanings. Laughter fills the room.

- Do you remember when P ran out of the court and almost fell on the stairs?

The spaces represented in the images began to connect with one another; the students' experiences at school surfaced as they wrote captions for the images they had created and hung them on the display line using the materials provided (string, thread, and colored markers). Those who, at the start of the activity, were unsure of what to write opened themselves to the possibilities evoked by the images, thereby creating different worlds and experiments.

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- Professor, can I write just one word? If I do it this way, will it be correct?

I observe a pronounced concern with what is "right" and "wrong," which I believe stems from the way school activities are traditionally structured over the years and the fear and insecurity students develop in their relationship with school. Thus, when a space for creation is suggested without strict limitations, students begin to question how far they can go or how they should proceed. At times, this reveals a constraint that distances the individual from creative acts, movements, and experimentation a compromise of the freedom to lead one's life based on self-centered references. This becomes evident through the questions raised during the activity.

Consequently, I question how sociospatial practice can be dissociated from the teaching-learning process, especially when we adopt the idea that the educational space extends beyond the classroom. This aligns with Dayrell's (1996, p. 3) perspective, which elucidates that:

the school is seen as a unique institution, with the same meanings and objectives, tasked with ensuring everyone's access to the body of knowledge socially accumulated by society. However, such knowledge is reduced to products, results, and conclusions, without considering the determining value of processes. Materialized in curricula and textbooks, school knowledge becomes an 'object,' a 'thing' to be transmitted. Teaching becomes the transmission of this accumulated knowledge, and learning becomes its assimilation. As emphasis is placed on learning outcomes, assessments and grades are prioritized, reducing the school's purpose to 'passing the year.' In this logic, there is no sense in establishing connections between students' lived experiences and school knowledge, or between the school and the extra-school environment, thereby justifying the disconnection between school knowledge and students' lives.

As the activity progresses, the construction of captions moves toward making the images they produced unique. The discovery of new spaces, the sensations of "peace and freedom" associated with areas outside the classroom, and each memory reveal a place that perhaps had not been previously experienced by the students a space that emerges from relationships and movements. A *becoming-student*, perhaps? These relationships manifest in various ways, as exemplified in Figure 4.

Figure 4 – Experiences



Source: Author's personal archive(2022).

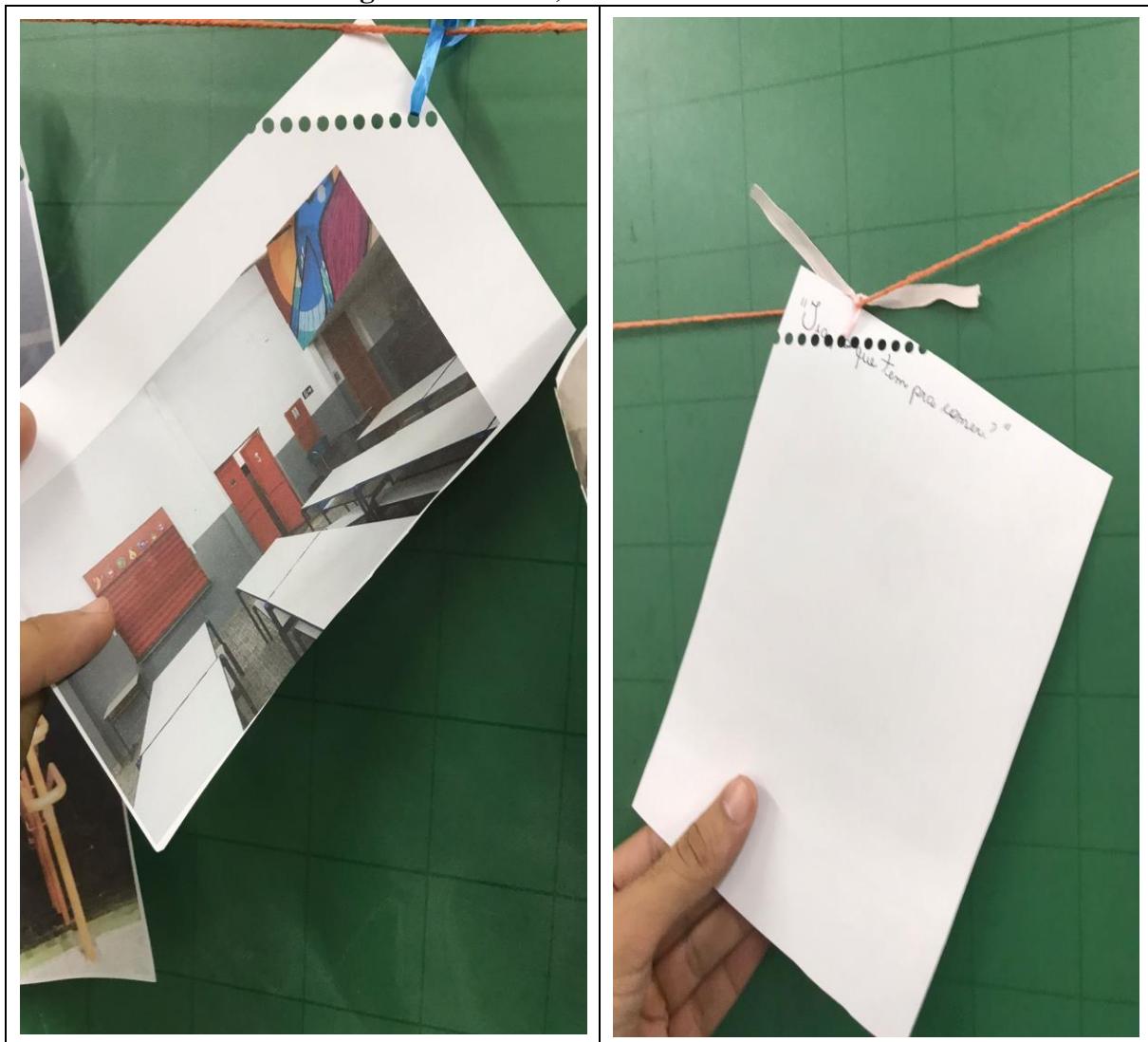
Figure 4 depicts a corridor with the caption “experiences,” representing another way of engaging with the same space. Additionally, we note that, according to Dayrell (1996), the school is a space designed to emphasize its central object in this case, the classroom while other spaces, such as corridors, were originally conceived merely as passages. The redefinition of this space emerges from the students’ experimentation. In this sense, two distinct meanings for the same place become apparent: the first, as a symbol of repulsion or escape, and the second, as a space of “experiences” outside the classroom. These highlight the diverse ways in which a single space can be experienced:

It is the lived experience that allows history to be understood as the result of human action. Individuals experience their situations and productive relations as needs, interests, and antagonisms, and they process this experience through their

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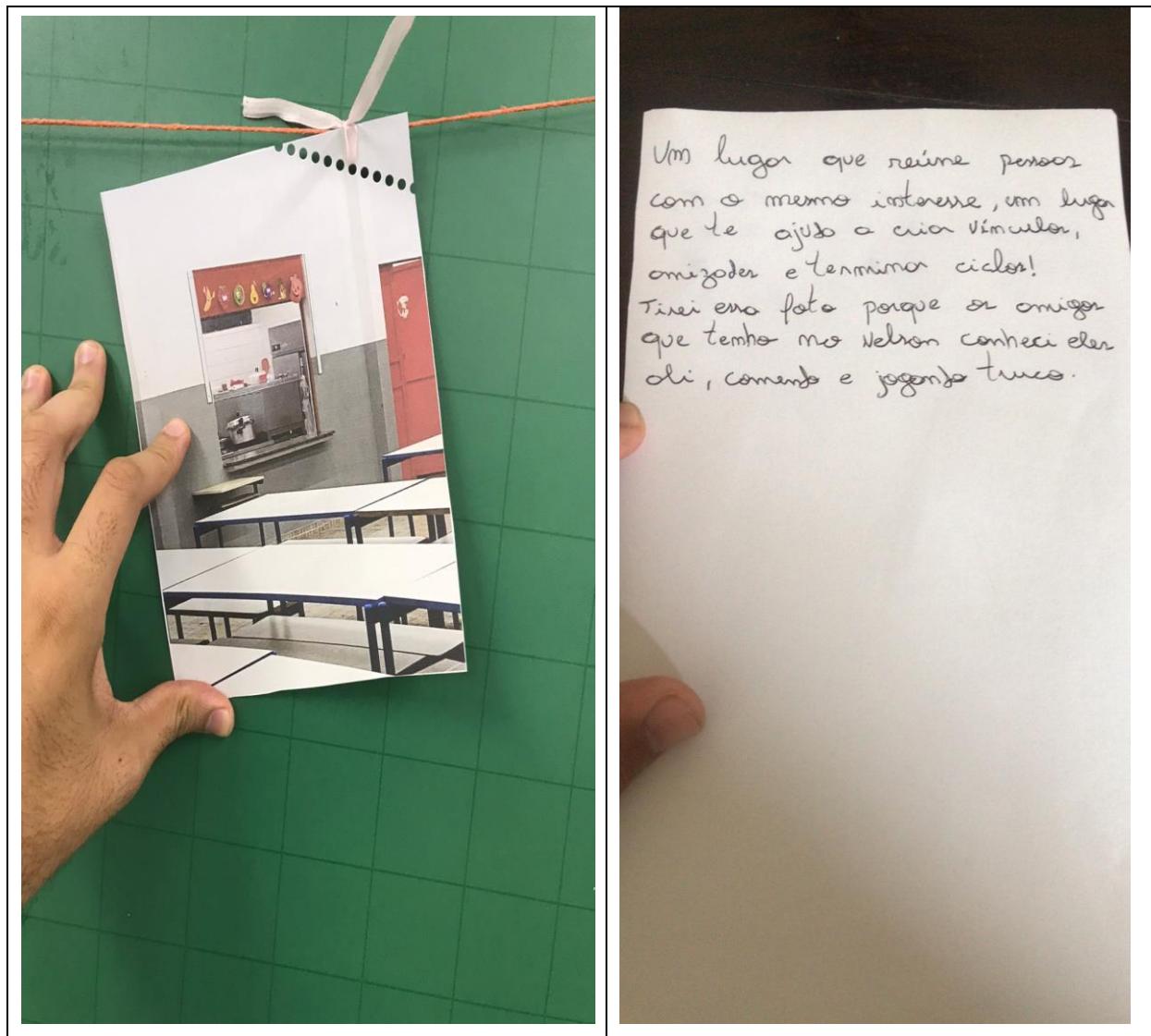
We now highlight another space outside the classroom and the relationships developed by students in the cafeteria courtyard, as depicted in Figures 5 and 6, with the respective captions: “Auntie, what’s for lunch?” and “A place that brings people together with shared interests, a place that helps you create bonds, friendships, and finish cycles!”.

Figure 5 – Auntie, what’s for lunch?



Source: Author's personal archive (2022).

Figure 6 – A Place



Source: Author's personal archive (2022).

The 9:15 PM break is one of the most anticipated moments of the school period. Minutes before the bell rings, movement begins in the classroom: students start packing their materials and heading toward the door with their phones in hand. When the bell rings, the noise and activity escalate—excitement about leaving the classroom is palpable and unrestrained. They make their way to the small covered courtyard, which has tables arranged in the center and, at the back, a window and door leading to the kitchen. It is common during this time to see many students leaning against the window, asking, “*Auntie, what's for lunch?*” The answer about the day's menu quickly spreads. A routine scene. Integrative. A time when rivals unite and everyone aligns with a shared goal: the conviviality that only the sharing of food can provide. While most head to the food line, others, eager and

Experiments: the place as a construction element for a living Geography energetic, rush to the ping pong and foosball tables, hotly contested and located at the back of the courtyard.

Fifteen minutes of exchanges among the different classes, fully enjoyed by the students. Conversations, laughter, shouts. Youths embracing their youth.

In this sense, the break time clearly becomes a collective moment; the students' behavior changes entirely from what is observed in the classroom. It is a time when relationships materialize across various spheres within the diverse groups: the ping pong group, the *truco* group, the group of girls walking together through the courtyard a time for flirting, dialogue, and debates.

Even though the school's organizational structure operates with classes divided by grades and rooms, where hierarchical divisions prevail, during this brief 15-minute window, the institutional divisions are reorganized. New relationships emerge as the same space is shared by people with different cultures, histories, and interests. Here, we observe a space created from distinct territorialities a process of reterritorialization.

Final considerations

The photographs, combined with their captions, offer insights into the relationships established with *place*. We captured the lived and experienced space of the students. This workshop of individual stimuli sought to exercise and awaken an awareness of their surroundings, their lived experiences, and what touches them. The images bring forth new perspectives and ways of engaging with spaces outside the classroom. The details of each photograph the framing and the captions provoked new questions and opened new possibilities.

The study of the *sensitive* through Geography reveals the potential for a different kind of school—one not confined to the transmission of content and a Geography that moves beyond textbook images of distant African savannas. “*What is this place you photographed?*” The exercise of discovery, creation. A new *becoming-student* emerges, one who dances through the space, discovering, connecting, and reclaiming roots rooted yet rhizomatic. As proposed by Massey (2008, p. 32), this builds a space conceived through a geography of relationships, “[...] because space is the product of interrelations, and these can only exist in a space of multiplicity, where nothing is definitively given.”

Through this proposal, we highlighted new contours of the students' everyday lives, showing that the places they experience daily, when made objects of study, reveal that their relationships,

memories, and experiences are critical for constructing a critical reading of geographic space. This approach can extend beyond the school's walls, enabling collective construction on larger scales.

Here, Geography opens itself to new possibilities a different way of doing geography, offering new narratives, meanings, and ways of reading and experiencing space. A movement of *deterritorialization* is observed in two primary spheres: the teacher's role and the teaching of Geography. We consider the deterritorialization of Geography teaching as we aim, evoking Freire (1987), to break away from the "banking model" of education, distancing ourselves from Geography instruction focused solely on the description and location of phenomena. By shifting Geography teaching into the realm of art and exploring other forms of representation, such as photographic documentation, we move away from traditional methods rooted in quantitative evaluative criteria and enter a territory of meaning one where photographic records express the experience of emotions, the possibility of existence, and autonomy in space, testing the senses.

We view the process of experimentation as foundational in initial teacher education, as it allows for the creation of *lines of flight* that diverge from traditional, institutionalized Geography teaching. It also recognizes the potential that lies beyond classroom walls potential that includes other ways of relating to geographic space, thereby broadening possibilities for debates, creativity, and critical thinking. The shared journey during the development of the workshop enriched the multiple facets of teaching and the relationship with students, intensifying new meanings and exploring practices aligned with the context in which we find ourselves.

The experimentation of a *living Geography* one that is not fixed and is built through daily life and the processes it navigates opens the door to new perspectives, as we observed here. This experimentation led us to different paths that we set out to explore, and, like a rhizome, it is always in motion, producing new connections. In this ceaseless movement, something always escapes...

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