

## Volume 2 Number 1 (2011)

### CONTENTS

Editorial

#### **Anna Palmer**

'How many sums can I do?' Performative strategies and diffractive thinking as methodological tools for rethinking mathematical subjectivity.

#### **Veronica Pacini-Ketchabaw, Fikile Nxumalo and Carol Rowan**

Nomadic Research Practices in Early Childhood: Interrupting Racisms and Colonialisms.

#### **Christina MacRae**

Framing children through observation practices: using art theory to re-think ways of looking at children.

### Editorial

In this second issue of *Reconceptualizing Educational Research Methodology* (RERM), the contributors present movement in research methodology by adding other theoretical gazes and perspectives to analyzing data material than the already known and done. Through welcoming other theoretical approaches that matter, it becomes possible to conceive of ways of interrupting and rethinking questions connected to educational methodologies. In this issue the main topics include mathematics, racism and framing children through observation practices. The three articles are written by scholars from Sweden, Canada and England. All the contributors are positioned in the landscape of early childhood education and care; introducing material analyses, performativity, diffraction, racialization and different ways of doing observational practices.

Anna Palmer from Sweden offers an elaboration and shift from Judith Butler's discursive performative analyses to Karen Barad's agential realist and diffractive thinking. Palmer illustrates this by exploring how mathematical subjectivity changes by using these two different analytical entrances. She examines narrative memory stories about mathematics written by students participating in Teacher Education maths courses in Sweden. Her analysis shows that understandings of data, and of the position of the researcher, change when there are deviations in theoretical and methodological perspectives. Differences occur again and again....

In the second paper Veronica Pacini-Ketchabaw, Fikile Nxumalo and Carol Rowan investigate research practices on racialization in early childhood education in Canada. They place racialization within relational intricacies and affects in multiple encounters. By putting emphasis on race and its emergence in diversity, the researchers show analysis between human and non-human bodies, space, and discourse. Specifically, on how a movement toward research analyses that engage both the materiality of race, and its systemic and discursive formations, might be used to seek new ethical ways of responding to and acting against racisms and colonialism in early childhood.

Taking research methodology into the realm of art history and theory as images as models, Christina MacRae from England, looks at observation as methodology to consider how researchers 'keep an eye on the world', particularly on how early years practitioners keep an eye on children. MacRae departs from a focus on the Target Child Observation System, as that which she was first trained to use both as an Early Years Teacher and as a researcher. By referring to perspective as a method to represent what is observed, the paper contrasts two different models of perspective. Alberti's use of

the window and grid to project the observed is contrasted with Brunelleschi's mirror play. MacRae asks how observation as procedure acts to limit vision by organizing the gaze, and she demonstrates how Brunelleschi's perspective can be useful in order to remind us of ways in which the objects of our gaze might escape verification through observation.

**Ann Merete Otterstad**

Editor

**Marcela Montserrat Fonseca Bustos**

Editorial secretary