Rhythmanalysis as posthuman and affective methodology in the study of the everyday life in lower secondary schools

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The paper draws on a posthuman and an agential realist thinking (Barad 2007) of educational practices as constellations of human and non-human agencies, forces and events and the everyday school life as entanglements of bodies, objects and spaces. The ontologically starting point of posthuman thinking opens up to analytically comprehend the students, the teachers, the things, the architecture, the furnitures etc. as forces or agencies of events in the lived school life. In other words, this approach implies an attention toward the spatial, material and affective dimensions of the everyday life in the school.

The paper will carry out an elaboration of the rhythmanalysis as a methodological and analytical tool to study the entangled intra-actions between humans and non-humans in educational practices. Drawing on Lefebvre’s rhythmanalysis, rhythm is understood as entanglements of energy, time and space (Lefebvre, 2004). The concept of rhythm and the rhythmanalysis offer a methodology and an analytical strategy which enable to capture how materialities, the school architecture and spaces participate in the configurations of the everyday school life and how materialities and subjects are mutually produced and penetrate each other.

The paper will put the concept of rhythm to work in an analysis of a parkour facility in a school yard as a part of a lower secondary school’s material and spatial practices. The analysis reveals how the parkour facility becomes entangled with the processes of categorizations and differentiations among the students. Through the student’s intra-actions with the parkour facility emerge processes of categorizations and differentiations which involve a sense of place and a sense of spatial maneuvering among the students.

References:

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