



"Nadie tiene las paredes de rojo": investigar las geografías escolares de la infancia [

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text (article)

Analítica

This study proposes to analyze the geographies of childhood schooling. The results of the first cycle of a broader study, based on the experience of students aged 2 to 6 years in 47 schools, are presented. The analysis was carried out by teachers in training on how children use, interpret and relate in the school space. Map-making and Trueba's (2017) proposal for the analysis of educational spaces are used as strategies, based on the postulates of qualitative research. The results give visibility to the spaces used by young children, especially classrooms and the patio, as well as to others that are prohibited or invisible, areas for the exclusive use of adults or older students. Classrooms stand out as spaces chosen for their significance, designed from adult parameters far removed from the criteria proposed by Trueba.

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