

# Pedagogical cartography, stakes and meanings: a systematic review 2008-2021

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## Abstract

This article reports on a systematic review conducted to identify the impacts of the methodology of pedagogical cartography or situated knowledge in the scientific communities in education in the period 2008-2021. a protocol was defined with the research team that allowed finding 43 articles related to the subject, the sources consulted were processed by type of article, years of production and the georeferencing of their production. It can be concluded from the systematic review, that there is a growing interest on the part of the educational scientific community in establishing research bets that take these methodological perspectives in education in the region as a reference.

**Keywords:** systematic review, pedagogical mapping, mapping of situated knowledge, Education

## Introduction

Pedagogical mapping or mapping of situated knowledge has attracted the interest of academic communities working in educational scenarios to access relevant information on the pedagogical experiences of teachers and educators; educational actors use this resource to map the places of enunciation, transits and situated stakes. It is a resource that allows to visualize the experiences in the territories and to find the relationships that circulate in the school-community relationship.

The role played by these methodological approaches to identify pedagogical practices is fundamental when it comes to understanding the meanings of education influenced by discourses that circulate in the territory and the time-space ruptures inherent to knowledge societies. Thus, in the same way as territories demonstrate their reliefs and forms, the practices and situated

doings of subjects and communities configure symbolic territories with their own, singular and polysemic cartography (Andrade-Sánchez et al., 2018) that is legitimized through their own ways of being and being in context. In this sense, they discover from the processes of inquiry the meanings given to educational practices by teachers, scholars, communities and the scenarios of dialogue provoked in the knowledge societies.

In Latin America, the popular school has taken these processes as a reference in order to inquire about the scope of its pedagogical practices in the transformation processes that take place in communities. The role it plays in the construction of territorialities that cross the senses of culture, corporealities and encounters in the urban-rural relationship. Likewise, the positions taken by the educational actors in the territories in diverse knowledge practices. It is a

place to trace the circulation of knowledge, identify the meanings given to the community and the transformations that arise between the encounters of cultural relations and transits.

It is necessary to produce knowledge regarding the interest aroused by this methodological approach in the pedagogical practices of the region in order to understand its uses, scope and positioning in the scenario of conventional scientific knowledge. These stakes circulate in the interests of the scientific community, given that their practices manage to contribute elements to understand the impacts of education in times of the 21st century. Although there are countless practices that use cartographies to promote teaching and learning scenarios, the scope of these methodological approaches to trace the pedagogical processes of teachers and scholars is mainly an interest that educational communities have taken in order to find meanings and identify approaches in the relationship between culture, territory and education.

Defining pedagogical cartography or situated knowledge is to integrate two relevant aspects that link the stakes of geographies and their impact on the social and educational aspects of formal, non-formal and informal scenarios. It is to link a web of discourses that are born from the territorial stakes and to give a meaning to education based on these firsts. It is to find a place for cultural dialogues, territories and transformations, based on the pedagogical action that teachers and scholars promote in order to overcome the logics of the traditional curriculum.

It is understood as an analytical device around research processes, among the elements of the systematic and differential tracing of realities. The pedagogical cartography, epistemologically allows to go after the trace of itself, from the reflexive and participative inquiry of the educational realities, as well as of the imaginaries of the subjects that make it possible (...) (Velasquez-Mantilla et al., 2019, p. 230)

Latin America promotes, through its pedagogical praxis, transformations that mobilize a different dimension to institutional education, through scenarios that link territorial productions of knowledge. It is necessary to situate for the scientific community of education methodological bets that achieve the purposes of

being able to understand the advances, meanings and practices of the Latin American popular school.

## Methodology

The methodological stakes of this article were defined by a team of researchers who, after analyzing the scope of the review and its importance for the research in progress, determined the systematic review route. Through it, the aim was to identify the scientific production around the categories linked to the study and to establish as analysis a five-year period that would allow identifying the research on the subject in question produced by various pedagogues or educational scientists in the Latin American region. However, the period was extended since not enough articles related to the subject were found to support the developments pursued by the research.

the systematic review was planned to reduce bias and eliminate poor quality studies. The steps followed were: formulating a question, establishing a review protocol, configuring the main instrument of the bibliographic search that would allow a detailed search of the descriptors of interest for the study, establishing the articles defined for the study and determining the variables for the analysis (Linares-Espinós et al., 2018)

The following selection criteria were used to perform this systematic review:

1. Type of item:
2. Research Articles: Rigid structure in introduction, methodology, results, Discussions and conclusions. Specific and delimited research. Empirical in nature.
3. Review Articles: Rigid structure as the research articles, but they give line on the state of the art of the issue under study.
4. Reflection articles: These are articles that do not have a rigid structure and are accompanied by previous work on the subject.
5. Country of publication: Place from where the document is published.

6. Country where the experience is located: Place referred to in the document.
7. Year of publication
8. Methodological approach
9. Key words

results. Finally, processing and systematization tables were constructed with the aforementioned fields, for the projection of results and analysis of the information.

### Results

Once the sources consulted were traced and processed according to the criteria of temporality, subject matter, location and search categories, 43 primary sources were processed, of which 34 were complete research results articles, 7 academic review articles and 2 reflection articles (Table 1), which made it possible to establish a ratio of 79% (Figure 1) of research articles, thus constituting most of the types of primary sources consulted; Likewise, 100% of the documents processed during the analysis declared in their methodological designs to use the qualitative approach for the application of cartography as the applied focus of their exercises.

The search for articles was carried out in databases:

- First Location Data: Scopus, Wos and SienceDirect
- Second location data: EBSCO, ProQuest, Redalyc, Scielo, DialNet

The key words used for the electronic search were: Pedagogical Cartography and Cartography of situated knowledge. The number of articles defined in the search was 50; however, 43 articles were found in the review, which were taken as the basis for presenting the

*Table 1. Types of publication tracked*

Type	Number
Research	34
Review	7
Reflexion	2

Source: Own elaboration (2021)

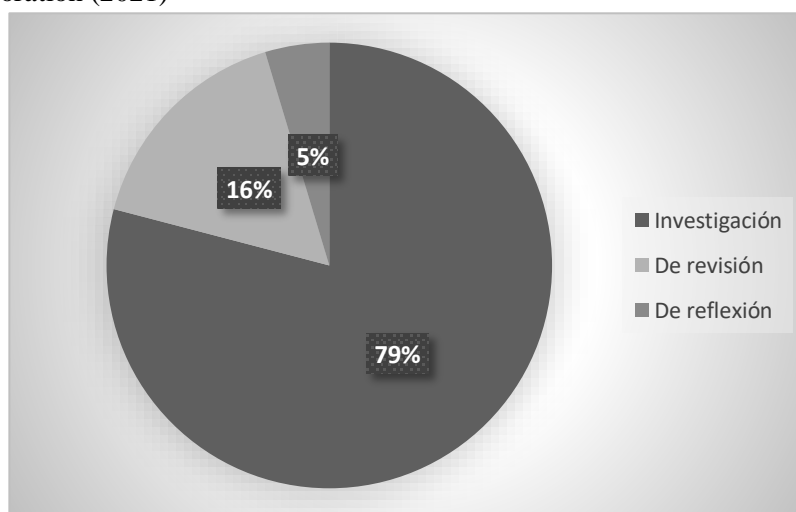


Figure 1. Percentage of most source type tracked.

Source: Own elaboration (2021)

All the primary sources included in the crawl were consulted through repositories of indexed scientific literature (Figure 2) from institutional accounts, being the database of the open information system of journals published in Spanish of the University of La Rioja Dialnet.

Systematic consultation of indexed databases allowed the use of descriptors and filters in accordance with the bibliometric criteria established by the study, thus ensuring compliance with the methodological design of the crawl.

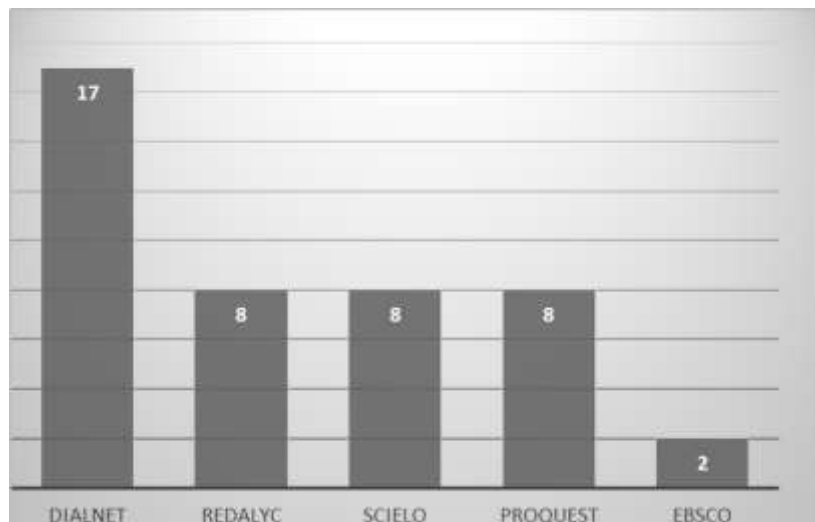


Figure 2. *Databases consulted in the crawl*

Source: Own elaboration (2021)

Due to the thematic and bibliometric tracking categories established in the methodological design, and in view of the fact that the scientific literature on social cartography, educational cartography or pedagogical cartography is not abundant, the tracking years (Table 2) included in the documentary exploration carried out

covered from 2008 to 2021. This methodological decision made it possible to find a significant increase in bibliographic production in the last 6 years.

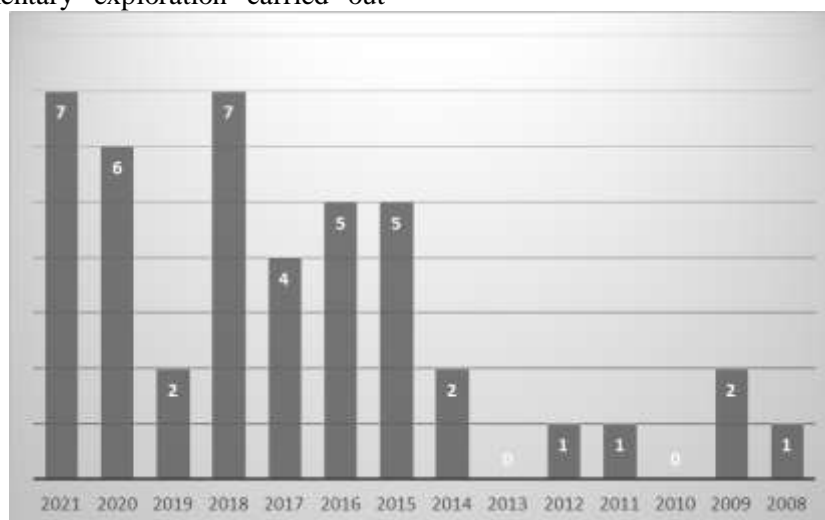


Figure 2. *Years of publication.*

Source: Own elaboration (2021)

Regarding the geolocation of the documents that met the inclusion criteria estimated in the methodological design of this bibliometric study, the findings of this type were divided in two, on the one hand with the purpose of estimating the countries of origin of the journals in which the articles were published (Figure 4) and the countries in which the research experiences that allowed the emergence of the documents consulted in terms of the use of

social, educational or pedagogical cartographies were developed (Figure 5 and Table 2). This made it possible to estimate that of the 43 articles included in the study, 38 of them, corresponding to 88% of the articles, published the experience in the same country where it was carried out and 5 research experiences, corresponding to 12% of the sources, published their results in journals in countries other than those in which the experience was carried out.

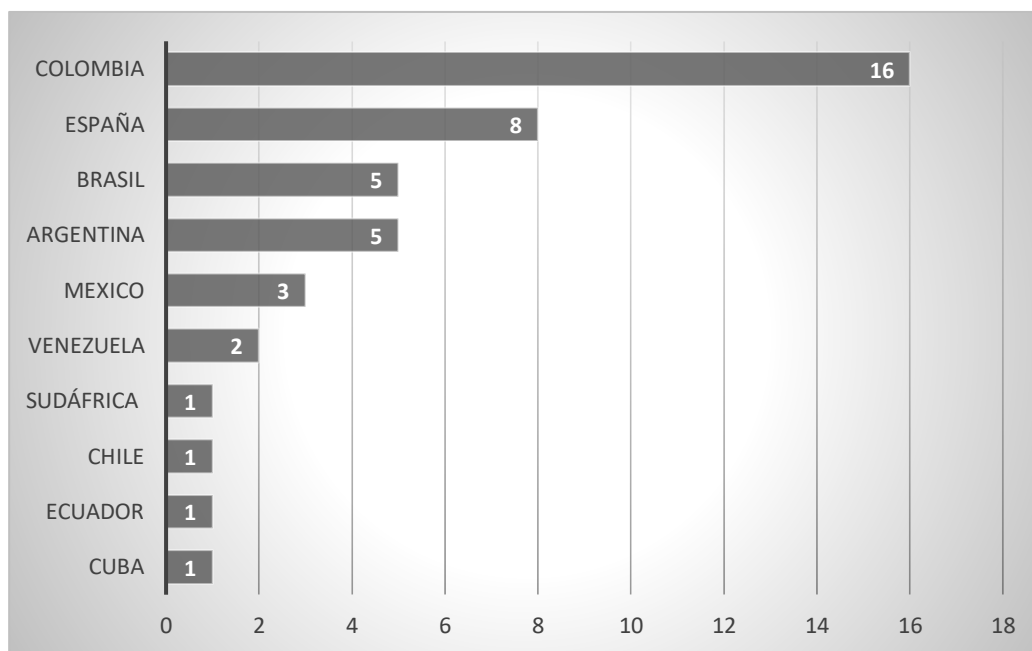


Figura 3. Countries of the journals in which the sources consulted were published.

Source: Own elaboration (2021)

In relation to the countries in which the journals that address cartography are located in terms of the descriptors proposed by the study in its methodological design, Colombia reports 16 publications and of these, all the applied experiences consulted were carried out in that country, which at first sight could mean, in view of the bibliographic production of the last 6

years, that social and educational cartography is an option of methodological approach in growth for that country and that according to its disciplinary characteristics and the capacity of flexibility as a technique, it is a methodological path that can respond with assertiveness to study contexts configured from diverse investigative concerns.



Figure 5. Countries in which cartographic experiences have been developed

Source: Own elaboration (2021)

Table 2. Details of the countries in which the traced mappings were developed

País	Número
Colombia	18
Spain	6
Brazil	6
Mexico	6
Argentina	6
Ecuador	3
Cuba	1
Chile	1
Venezuela	1
South Africa	1
Total	49

Source: Own elaboration (2021)

As can be seen in Table 2, the 43 articles included in the bibliometric search contain experiences of conceptualization and application of cartography in 49 different scenarios that include countries of the Southern

Cone, the Caribbean and Central America, as well as one European country and one from the African continent that developed within the inclusion criteria of the study elements of educational approach to cartography.

With regard to the specific approach to cartography, it was found in the sources consulted that three different types of cartography development were handled, namely educational or pedagogical cartography, social cartography and conceptual cartography exercises. The sources included in the present bibliometric survey dealt mainly with educational/pedagogical mapping (53%) (see figure 6) and in a percentage of 42% with social

mapping (42%); however, it is worth noting that the surveys carried out in this last category kept a very close reference to educational and community issues in terms of pedagogical training of actors and communities, which also implies an affinity of this methodological approach with educational realities.

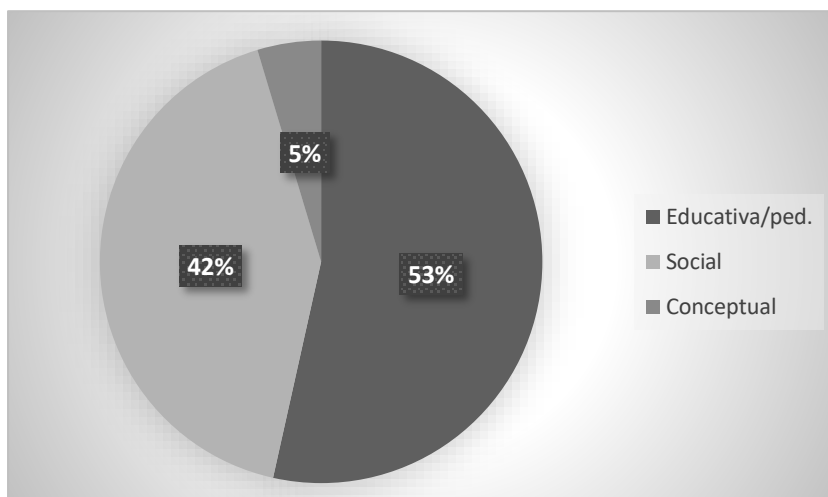


Figure 6. Types of mappings tracked  
Source: Own elaboration (2021)

These descriptors were processed through the website <http://www.edwordle.net/> to visually capture the use of words frequently linked to the written exercises consulted, in this order of ideas, cartography, education, social

cartography, research, knowledge and practices were part of the terms that met the filter of having been used more than 10 times among the compilation of keywords compiled.



Figure 7. Descriptors most frequently used in the keywords

Source: Own elaboration using the tool at: <http://www.edwordle.net/create.html#> (2021)

## Discussion

The review identified some tendencies from which the diverse uses and practices of social, educational or pedagogical cartography and situated knowledge in diverse contexts and scenarios that deal with liminalities between them are accounted for. The theoretical-methodological discussions in which reflections on mapping and situated knowledge in educational environments are found are shown below.

The bets to diversify the places from which knowledge is constructed in dispute with western, hegemonic and positive discourses in reference to modern science, also go through the reconceptualization of the place of the otherness that participate in its construction from the daily life of the territories, practices and habits. Thus, social cartography is [] the instrument for the production of a dialogic knowledge that has as its foundation the opening to ways of knowing and experiencing territories that may even precede the logical procedures of conventional cartographic representation. The horizon of this form of knowledge production is the creation of spaces of encounter and mediation of meanings in which the subjects involved share, contribute, teach and learn (Montoya, García y Ospina, 2005, P.191).

This generation of knowledge is in an indissoluble relationship with research, which, with the reconfiguration of the spaces and subjects of knowledge, has in turn generated protagonism of the participants; the communities assume leadership over the production of knowledge of the vital spaces that surround them. This epistemological shift implies, in the words of Torres (2009), a "true community of knowledge construction". This diversity of actors implies the inclusion of different perspectives in the analysis of their context and the resolution of identified problems.

Cartography is then a heterogeneous place where power is disputed (Aparicio, 2018; Barragán, León, 2019). In the cartographic language as a social construct, meanings and discursivities about the past, geography,

territory converge, which from a collaborative and plural investigative exercise accounts for the realities that surround the subjects and allows the emergence of agencies that bet on the transformation of these realities.

Social cartography puts in tension the construction of power scenarios; the recognition of identity, territory, geographic space, memory and the relationships woven among them, is constituted in this sense in a didactic strategy, as a contribution to the new fields of geographic knowledge that contribute to the recognition of spaces and contexts in relation to the daily life of those who inhabit them. Both for its application in school spaces, in the teaching of geography and social sciences in general, and for the case of the research presented, by allowing to evidence the relationships of the daily life of the students and their roles as members of the community, as well as their roles as university students and in the same way involves those who share this path, teachers, authorities and peers, who contribute within the training process (Ávila, 2020. P. 30).

Social cartographies as participatory methodologies from which emerge practices aimed at solving specific problems of the participating communities and subjects (Fernandez; 2021) have had a great boom in the educational field in recent years, called to think about the scenarios and relationships conditioned by teaching and learning.

Educational contexts of various kinds - formal, informal and non-formal - have assumed mapping as a model approach, methodology, tool (Tello, Gorostiaga, 2009), powerful to study the pedagogical practices that revolve around the teaching-learning relationship, involving not only those involved in the educational communities, but in general those who directly or indirectly participate in it, but in general to those who directly or indirectly relate to these scenarios in favor of critical and propositional analysis in these contexts, this bet also goes through the understanding of the subjectivities that read and construct the social reality of educational scenarios, including the analysis of emotions, attitudes, values, forms of communication, experiences, practices (Gray, 2017), as well as in the transformation of these environments (Ramírez, 2012; Morales-García; Tabares-Ochoa; Ángel-Gómez; Agudelo-Hincapié, 2016).



Social Education in Latin America involves a cartography of opportunities, but also of meanings, experiences, trajectories and diverse realities depending on the countries, within the framework of a region that presents some socio-educational confluences, but multiple differences in terms of professional paths, practices or organizations. In the last decades, the officialization of studies and research on Social Pedagogy and Social Education in Universities of Uruguay, Argentina, Colombia, Mexico or Brazil, among others, as well as the necessary professionalization or specific training, has been raising concrete scenarios of practice, recognition of professional functions or epistemological reflections in the universal panorama, from the conquests and social, political or health struggles with permanent advances and setbacks (Sánchez-Valverde; del Pozo, 2021, P.8)

The review made it possible to identify diverse aspects in which the use and appropriation of cartography has encouraged a critical reading of reality, tending to transform practices associated with school knowledge, as well as involving its members in a leading role towards change and social empowerment.

Mapping experiences and knowledge, as a space that opens the conversation to include the voices of those who participate in it, breaks down the more traditional versions of the roles of educational actors and their relationships with knowledge and power. Thus, pedagogical-cartographic actions imply opening the possibilities for the experiences and knowledge brought by those who attend the space to constitute not only the canon on what is learned, but fundamentally the places from which the ethical, aesthetic and political trajectories of what can be done from the deep understanding - experiential it should be said- of the exercise of power, knowledge and its effects are built (Barragán, Sánchez, Cruz. 2020, p.196)

Qualitative research, based on mapping as a method, evidences practices of resistance that are forged from the school and that imply the recognition of the knowledge of diverse peoples in scenarios of social emergency, indigenous, peasants, women and Afro-descendants. Its participatory nature allows for the empowerment of collectives in which the vision of reality is reconfigured from multiple and possible scenarios. Mapping territoriality goes

beyond geographical analysis, and implies an exercise in understanding social relations, memory, history and identity, and therefore education (Hernández, Cetina, García, 2016; Barragán, 2016). Thus, social-pedagogical mapping seen as a research strategy, allows reconfiguring the level of action of various educational actors (Barragán, Amador, 2014).

Pedagogical mapping, allows mapping educational experiences in all its areas, where teaching and learning contexts crossed by the dynamics of the city-region and region-city are identified; (Velásquez-Mantilla, Daniel A; Rodríguez, Mónica Y Cuineme; Roldán, Andrés F Castiblanco; Ramírez-Cabanzo, Ana B, 2019) is a process that involves the active participation of the school-community and through their narratives the maps that enclave diverse forms of teachability are evidenced; the expected results of such experience, put in tension the hegemonic approaches on the traditional school, which implies the formation of own social structures product of their collective re-knowledge..

Through pedagogical cartographies, teachers question the ways in which they carry out their educational practices, as stated by Canales; Padilla-Petry; Gutiérrez (2019), which also allows them to question how they learn in a self-reflective exercise that would involve identifying trajectories and generating tools that positively impact on the critical transformations required by the teaching practice. The analysis of the teaching work experience provides teachers with the possibility of transforming educational practices in order to make them diverse, contextual and intercultural Oliveira (2018) and Barragán-Giraldo, Ibarra-Mogollón, Pérez-Pérez, (2020).

Mapping is also used as a tool to carry out comparative pedagogical studies. For Gorostiaga (2017), it involves the analysis of similarities, differences and interrelationships between different perspectives. In addition, its application to educational policy problems is illustrated from a comparative perspective, in this case in the Latin American context. It gave an account of the evolution of the pedagogical movement from a rigorous and systematic analysis as evidenced by Velasco (2016), who managed to map the experience simultaneously in several countries of the contender Constituting an unprecedented expedition in the

field of simultaneous application of the research method in social cartography, applied to the field of analysis of the evolution of pedagogical movements. It resulted in the elaboration of historiographic and thematic maps represented in (245) two hundred and forty-five cartographic productions whose objective was to explore memory, territory, identity, and intersubjectivity among social educators (p.82).

Mapping educational scenarios, and their complexities, circumscribes the understanding of the relationships that are woven around geography, the physical place of the educational encounter in its local, regional and national contexts. In this sense, several researches emerge from anthropological, geographical and historical perspectives. Osorio, Rojas (2011); Gilio (2015); Pires (2015); Ávila, (2020), Ospina, Montoya, Sepúlveda (2021); Saravia-Ramos, Vega-Valdés; Espinoza-Almonacid; Gutiérrez-Soto (2021) assume cartography as a didactic resource to delve into the analysis of the school as a pedagogical territory in which various historical, geographical, social relations converge, analyzed from the collective construction and participation of all the actors that constitute the school and/or academic communities. Teachers, students and directors, in search of elucidating the ways in which the school becomes a place that links the social actors of the territories in which it is located.

Art as a form of expression, understanding and transformation in the face of the multiple realities that surround school contexts; is susceptible to be mapped, several authors, Rivillas (2021), Barragán; Gutiérrez-Cabello; Aberasturi-Apraiz (20019), De Faria; Russo; García (2020), Torres (2015), assume this perspective as a way to access the experiences and aesthetic understandings of the subjects and their sensitivities to the pedagogy of dance, the pictorial, the musical, the cinematographic, the literary and the scenic, in relation to their agencies and forms of self-organization.

Cartography are used in educational scenarios as diverse as mathematical ones, (conceptual cartography) overcoming the prejudices to which human and social sciences are advocated as the favorite places for the knowledge of forms other than the most positive knowledge. In this regard, consult Bermeo-Yaffar; Hernández-Mosqueda, Tobón-Tobón (2016) who refer to mapping as a way to conceptualize

mathematical knowledge beyond the automation and mechanization of the ways in which this science has been learned historically, which allows generating contextualized learning activities where the procedures, concepts and attitudes related to mathematical thinking contribute to the improvement of teaching practices, systematically and based on new approaches such as socioformation (p. 6)

Conceptual Mapping as a knowledge management strategy Tobón & Núñez (2006). Ortega-Carbajal, Hernández-Mosqueda, Tobón-Tobón. (2015), Herrera & Tobón (2017) attempt to promote diverse ways of acting that have an impact on the qualification of educational processes based on the analysis of contextual problems and theoretical-conceptual information.

Regarding the cartographies of situated knowledge, this review identified 3 practical uses in which their application is evidenced through social participation in formal and non-formal educational contexts with diverse age populations, in the recognition of their most immediate realities, with the aim of building collective transformations in the face of the analyzed problems.

To say, in the environmental scenario, stand out Martínez et al. (2018), who through environmental education and using participatory mapping tools and GIS as a method, managed to sensitize the participants (fifth grade students) on environmental issues, promoting the construction of collective knowledge through the understanding of the real complexity of natural and social phenomena.

...Children... perceived the environment not only as a natural space, but also as a social construction in which human beings are immersed. This reflection was stimulated by the use of maps and new technologies in a didactic and creative way, thus getting to know their territories from a different perspective than the one used in traditional education (p. 14-15)

In the case of the Gender approach, Sáez (2018) uses the notion of situated knowledge as a place of epistemological re-signification from feminism in which the subject, the body and reality converge through experience. And Martínez (2018) assures that the recognition of community knowledge and practices in conflict scenarios or territories strengthen the citizen

culture oriented to the resolution of conflicts, in turn, allows identifying transcendent knowledge that advocates respect for the norms, values and social conceptions (in this case among the peasantry) and contributes to the strengthening of practices aimed at the conservation of spaces and the strengthening of identity and collective action.

## Conclusion

In summary, and as has been demonstrated throughout this article, the multiplicity of uses, places, participants and educational contexts that were used as an example of the review carried out, shows the power of pedagogical mapping and situated knowledge as a possibility of making contextual, inclusive and diverse readings in which the participation and protagonism of the subjects empower and empower them in the spirit of transforming their local problems.

The diverse methodological, epistemological and practical possibilities that circumscribe the uses of pedagogical and situated knowledge mapping in Latin America and its boom in recent years, place it as a privileged tool for the construction of other knowledge, anchored to grassroots social processes, in which communities are their own agents of change based on analysis, reflection, identification of the complexities of their daily scenarios, and collective work.

Education as a scenario for the collective construction of plural and diverse knowledge that affects the transformation of the realities that circumscribe it and as a place of reflection for knowledge, finds in pedagogical mapping and situated knowledge, a multifunctional tool that can account not only for ways to solve the problems around pedagogical knowledge, but also involves society as a whole as a transforming agent of its own complex realities.

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