

Beyond the seating pattern—here, the LINEUP of student-pitches for the *Greenwashers of the year (2022)*— the FLANKS of the two antipodes (*pod 1*, departure; *pod 2*, arrival) are here in relative motion: the sequence of works and contents, and the consequence of viewing, dis-cussing and interacting. An *obviation* (demonstration and argumentation) for education on a different scale than teaching.



In this case, the cartographic moment features as the *vectorial sum* between the *sequence* and *consequence*. That is when the turning between *clarifications on how the problem is set* in the work and in the process, readies the viewers to make a leap to what is substantially at cause. In the entire lineup, and each work/pitch separately. The movement is here *transpersonal*: between actors-posters at both ends,

Doing research *with* the subject matter of research is always *specific*; as is the track record of the research *process* (alongside the subject matter). Because the relation between the *subject matter* and *research process* is *contingent*, their relation is *frictional* in the sense of the etymology of the term contingent: *con-tangere* to /befall + to touch/—*between* random *and* unique.

The relation between the research process and the subject matter is *substantial* iff. (if and only if) both can be subject to subsequent [precision](#): that is, clarification on how the problem—the subject matter and, *alongside*, the research process—is *set*. Hence the evolving relation between the subject matter and the process will define a *sequence* and *adjacently* a *consequence*.

Where the relationship between *sequence* and *consequence* is as between *text* and *context*. A substantial relation between the subject matter and the research is obviated—demonstrated and argued—when the sequence and consequence *converge* through *successive* precisations. In other words, they *stick*. This is a way of accounting for experience based knowledge/*phronesis*.

When the models that interface between them *hatch* and are *assumed* to be transposable—to some extent—they will *coevolve* as such and become *part* of the weft: the warp *and* woof of the sequence *and* consequence of *precisions*: i.e. as how the *problem* of the subject matter *and* the process are set. In some people this brings up an uncanny sense of *change* in a project.

Which either can be a cause for complaints, or alternatively can be *managed* in a similar fashion as the problems of *object-* and *image-*perception pointed out in (1/7). Indicating the possibility that maintaining a *separation* between clarification on how the problems are set for the subject matter and the research process respectively, is commendable till the target-area is within reach.

The cartographic gesture results from that *leap of faith* into the target-area, from where the *subject matter* and *research process* can be seen as a *vectorial sum*. This situation where placing oneself in the target-area—and working from there—comes late or early, depending on talent and experience. But is in all cases likely to constitute a *core issue* of what we call *education*.

That is, an area *tangential* to pedagogy and philosophy. Or, where pedagogy must graze on philosophy in order to make the mark: moving beyond teaching to education. Alternatively, a practice of *field-research* is developed to conjoin the pedagogical and philosophical aspects of education, based on a core of research: the participatory type of research, springing from anthropology.

Reframed in the scope of *making*—as a method of interception—to include *archaeology*, *architecture* and *art*. If to address the place of research in teaching at the MA-level, the added research core shifts the scale *from* teaching *to* education. With this contemporary *shift* it becomes increasingly clear that is really is *not* about the same thing. Education trumps pedagogy.

For instance, when the a major part of the curriculum is the students' own processes, this will basis for evaluating the students progression in the terms set by the *course*. The curriculum will *not* be in the form of a set pensum, or a knowledge-transfer from teacher to students, but from references students develop as they develop their process & contents (*alongside* the teacher's).