And there, there might even be a difference.

The faculty of imagination, reason and understanding (ibid., p. 176-178).

Deleuze (1994) writes how 'an idea is clear because it is not yet clear enough in all its parts. Its clear idea is confused because it is not yet clear enough in all its parts.'

Clearness is not that clear, however.

which are cut by the dark/black/grey line or border on the paper.

cut the fragmented words.

cut the fragmented thoughts.

cut the fragmented sentences.

Such that the clear would be in itself confused.

not just of degree but in kind.

between the clear and distinct.

And there, there might even be a difference.

 chimpanzee immersed in forest.
Scholars immersed in forest

Reconceptualizing Educational Research Methodology

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What is this distinct - obscure which corresponds to the clear - confused? (ibid., p. 213)

The fragmented lines slow down both thinking and writing.

Taking me back to the forest, the dark forest during the night in November.

The possibility for moving in the dark forest was not similar to walking in the daylight when seeing was possible.

Seeing takes one farther.

Not seeing takes one closer.

Closer to sensing

Sensing solitude in silence.

Sensing solitude and subtly connecting with the world.

Being alone without being lonely.

Solitude in silence - sensing a more complete connection with the world of bodies.

Solitude of solitude and subtly connecting with the world.

Sensing solitude and subtly connecting with the world.

Closer to sensing

Sensing solitude and subtly connecting with the world.

What is this distinct - obscure which corresponds to the clear - confused? (ibid., p. 213)
In the darkness of November
in silence.

Scholars(hip) immersed in forest
embodied

[imaginary world created through
as a partner]
points' dots to each other
filling the gaps in seeing by for example joining fragmented, barely visible

Entering a potential world through imagining

Barely-seeing this imagining

when thinking about and doing (qualitative) research (differently)
where they might offer (us) and promote (in us)
even serendipity
un emailing encounters,
and
career, celebrating accidental discoveries,

literacy
Questions individuating

how we might (also) think about doing research or about creating knowledge
to open them, let them loose
collecting methodologies in order
Gather together to create co-gather-ness

Salutodotes
Scholars(hip) immersed in forest
References:
