



Embodiment and Physical Education Teacher Education

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Abstract

Background: Physical and Health Education (PHE) is a unique space where the 'body is visible, performed, and interpreted', offering opportunities for students' intersecting identities and vulnerabilities to be revealed (Flintoff, Fitzgerald, & Scraton, 2008). Embodiment is the unity of recognizing the "intertwining of body, space and time in experiences" (Standal & Aggerholm, 2016). Connecting embodied experiences with various forms of psychomotor, affective and cognitive learning can promote a holistic understanding of being, learning, and teaching in PHE (Stolz, 2015). Despite the important role that embodiment plays in how PHE programs are designed, we lack an understanding of how PETE students comprehend embodiment and the ways it can shape learning, identity, and pedagogy. The purpose of my proposed research is to examine pre-service teachers' perspectives on how embodiment is represented and enacted in their Physical Education Teacher Education (PETE) student experiences.

Methodology: The proposed research will involve a collaborative research approach guided by phenomenology and critical pedagogy. A workshop will be conducted with a sample of PETE students that focuses on defining embodiment and examining ways that embodiment is enacted and represented in their teaching philosophies and practices. Data will be generated by pre- and post-interviews and reflections conducted before and after the workshop.

Results: Outcomes will focus on understanding the lived experiences of PETE students and the implications of embodiment for their teaching philosophies and practices.

Significance: This proposed research aims to empower PETE students to become reflective, socially aware teachers capable of integrating embodied approaches within the PHE context. Evaluating how PETE students engage and interpret embodied pedagogies will help them connect wellness, agency, and vulnerability to support their ongoing development as teachers.

Keywords: Embodiment; Physical Education; Teacher Education



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