

The embodied Learner

EAIE – FEDORA
Summer University of
Ioannina

16 June 2011

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What is the embodied learner?



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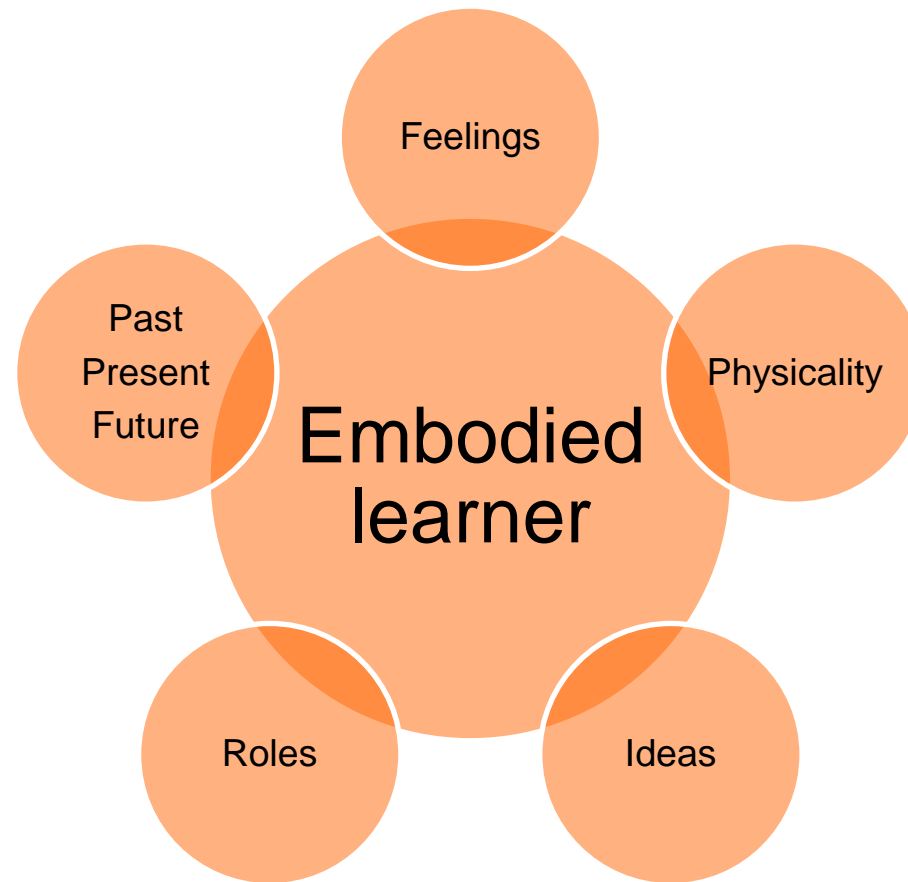
Oliver Sacks

- ‘One is not an immaterial soul, floating around in a machine. I do not feel alive, psychologically alive, except in so far as a stream of feeling – perceiving, imagining, remembering, reflecting, revising, recategorizing runs through me. I am that stream, that stream is me.’



Oliver Sacks (1990) quoted in Eakin, P. J. (1999) *How Our Lives Become Stories: Making Selves*, Ithaca: Cornell University Press, pp. 17-18.

Whole people




Stanbury, D. (2010) 'The kindness of strangers: how careers educators and the wider academic community can help each other', Vol 52, Issue No 2, 2010 Edition, Journal of Education and Training. pp. 100-116

The Research base

The self matures...

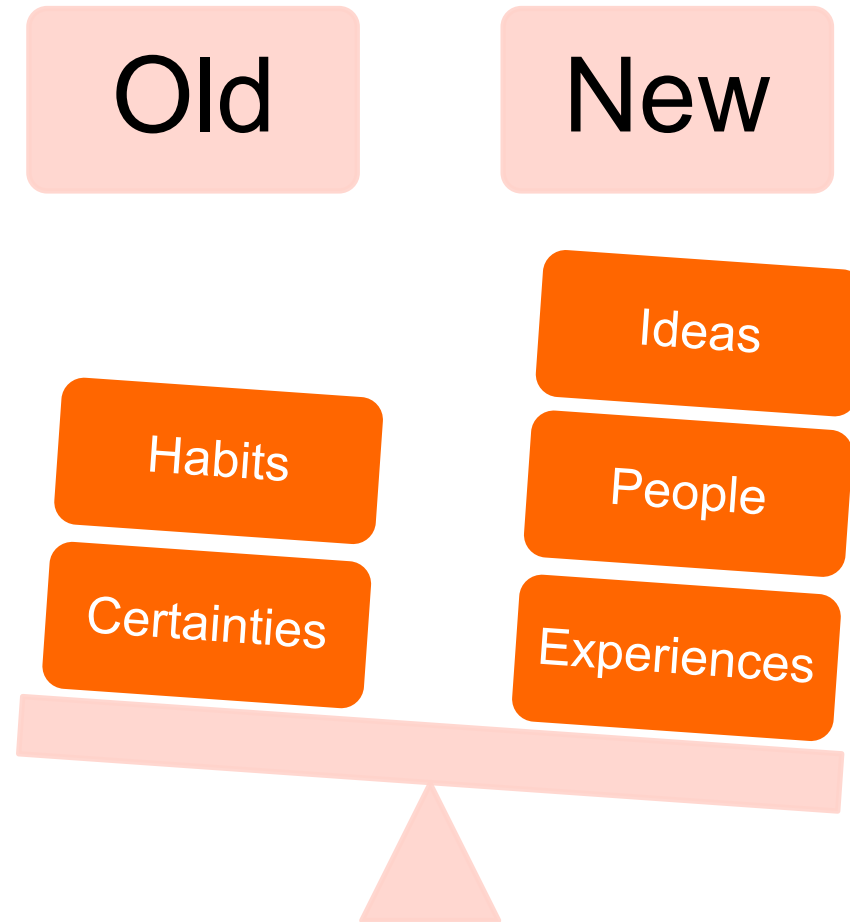


Development of self

From 	To
Simplicity & compartmentalisation	Differentiation and integration
Dualistic (right/wrong) thinking	Contextual conceptions of knowledge
Passive learning from authorities	Active construction of learning
Non-responsibility	Personal responsibility
Dependence	Autonomy and then interdependence
Impulsiveness	Self-control
External controls	Internal locus of control
Self-interest	Fairness and responsibility

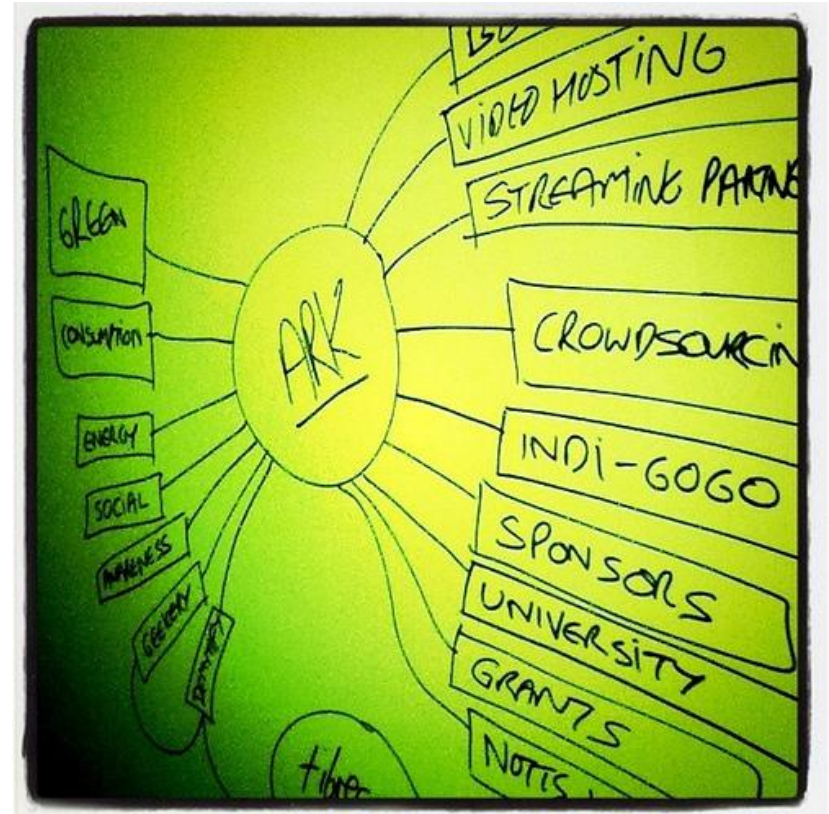
Pascarella, E. N., & Terenzini, P. T. (2005).
*How College Affects Students: Volume 2,
A Third Decade of Research*, San
Francisco: Jossey-Bass. p. 48

Disequilibrium...



Engagement is promoted by

1. Constructivist pedagogies
2. Integrative learning
3. Volunteering and placements



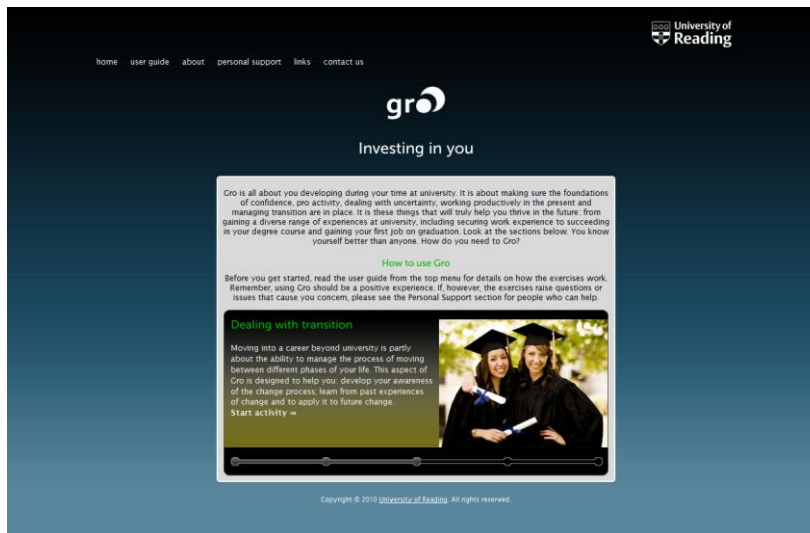
Pascarella, E. N., & Terenzini, P. T. (2005). *How College Affects Students: Volume 2, A Third Decade of Research*, San Francisco: Jossey-Bass. p. 608-611

Resources for Embodied Learners

Holistic approaches

- Learning requires personal commitment and courage
 - It proceeds from ‘being’, Barnett (2007)
- Learning is emotionally charged
 - Feelings can be the subject matter of learning and can also condition learning, Moon (2004)
- Learning is holistic
 - ‘...learning is holistic rather than segmented... multiple forces operate in multiple settings...cross[ing] the “cognitive-affective” divide... the product of ... Multiple influences each making a distinct, if small, contribution...’ (Pascarella, & Terenzini, 2005)

<http://www.reading.ac.uk/careers/careertools/>



- Diagnostic Teaching & Learning resource:
 1. Control philosophy
 2. Self-confidence
 3. Transitions
 4. Living in the present
 5. Uncertainty
- For PDP / careers sessions

<http://www.reading.ac.uk/ccms/>
www.reading.ac.uk/careers/careertools

T. O'Brien:

“Stories are for joining the past to the future. Stories are for those late hours in the night when you can’t remember how you got from where you are.” (Berger & Quinney, 2005)



Student Stories



- 60+ audio interviews
- From 12 UK HEIs
- Honest accounts
 - Identity
 - Learning
 - Living
- Blogs and articles
- Curriculum materials

<http://www.studentstories.co.uk/>

Engaging embodied learners in the curriculum

Engagement Module

An example of a module that
addresses the embodied learner

Leeds Metropolitan University

Responsible Engagement

- School of Applied Global Ethics PDP programme
- 60 students p.a.
- Sponsored by Engage Mutual Assurance
- Brings together value based reflective practice on:
 - ethics
 - enterprise
 - volunteering
 - careers
 - citizenship & global responsibility
- Paul Dowson & Prof Simon Robinson
 - p.a.dowson@leedsmet.ac.uk

Progression of Responsibility

3rd yr - global engagement with
leadership skills & volunteering
work placement

2nd yr - community engagement
with professional skills

1st yr - engagement as individuals
/ students, plus learning skills

First Yr - Student Engagement

- The University Story:
 - the purpose of the student
 - the purpose of HE
 - the responsibility of the student
- Higher Ways of Operating
 - reflection & reflective practice
 - employability & skills
 - the virtues
- LifePlan HE
 - self-awareness
 - life balance
 - personal development planning
 - self-presentation

Student Engagement: Assessment

- 2000 word essay
 - ‘What are my reasons for coming to University and what in my view is the purpose and justification for HE’
- 2000 word Personal Development Plan
 - Accompanied by a rationale
- Class test (covers study skills)
 - Proofreading
 - Referencing
 - Summarising
 - Looking for meaning in texts

Second Yr. Community Engagement

- Developing
 - cross-cultural capability
 - professional skills
 - Citizenship
- Values definition & differentiation
- Worldview articulation & mapping
- Working with others & across boundaries
- Diversity awareness & dialogue
- Conflict resolution

Community Engagement: assessment

- Personal Development Plan, reviewed and updated
 - At least one aim must related to career
 - Plus CV
- 1500 words Volunteering Guide
 - Group project
 - ‘Produce a guide aimed at fellow students to help prepare them for their placement
- 1500 word Personal Credo statement
 - How your practice reflects your values and relates to your life project

Third Yr. Global Engagement

- Using *Living as a Global Citizen* and *Working as a Global Citizen* as development platform
- Including globalisation and global issues
 - global citizenship
 - sustainability
 - climate change and environmental issues.

Global Engagement: assessment

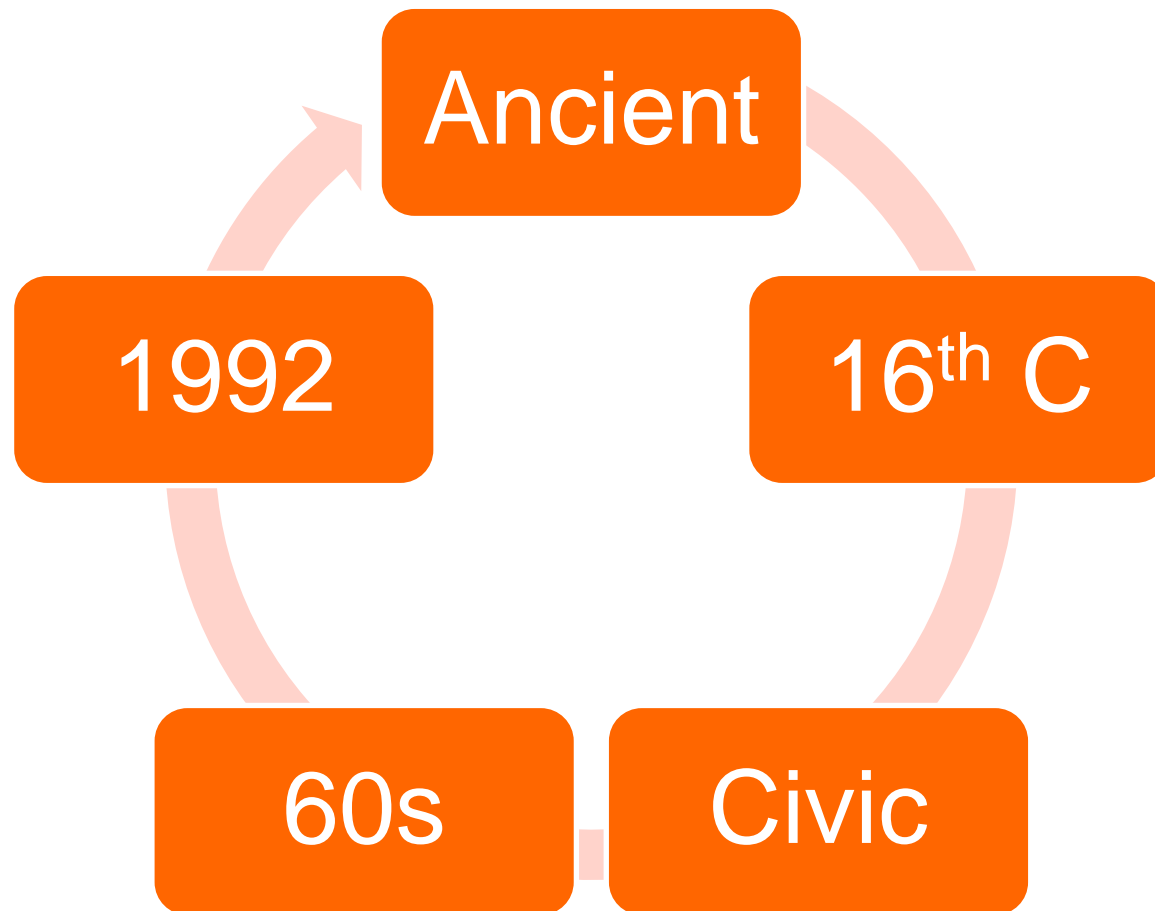
- Group presentation
 - What it means to be a responsible individual
 - What this means for an individual
- Personal Development Portfolio
 1. **Organisational matching**
 - 3 organisations and jobs ranked in preference with reflective commentary
 2. **Storying the self**, Powerpoint
 - Presentation for employment interview
 3. **My role as manager / leader**
 - Write your own reference – in what ways do you see yourself as a leader?

Volunteering placement (3rd Yr)

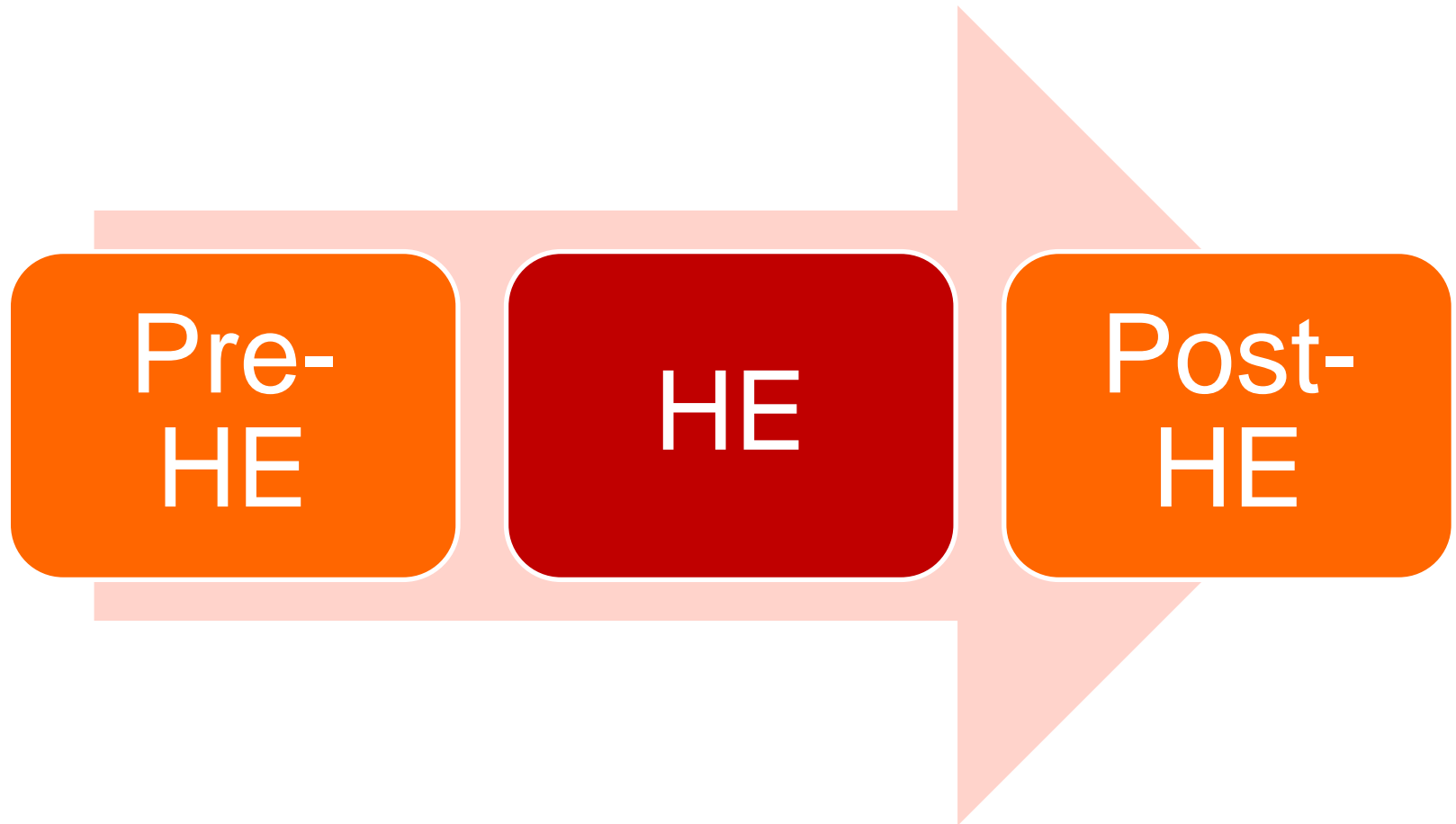
- Aim = reflective practitioner
- Placement of 150 hours
 - Equivalent to 3 weeks) can be:
 - Block (summer term between 2nd and 3rd year)
 - Regular longer term commitment
- Assessment:
 - Around 3000 words
 - Reflective and critical evaluation
 - Annotated scrap book
 - Ten minute presentation to class

The Philosophy of Education

What is HE for?



The 'space'

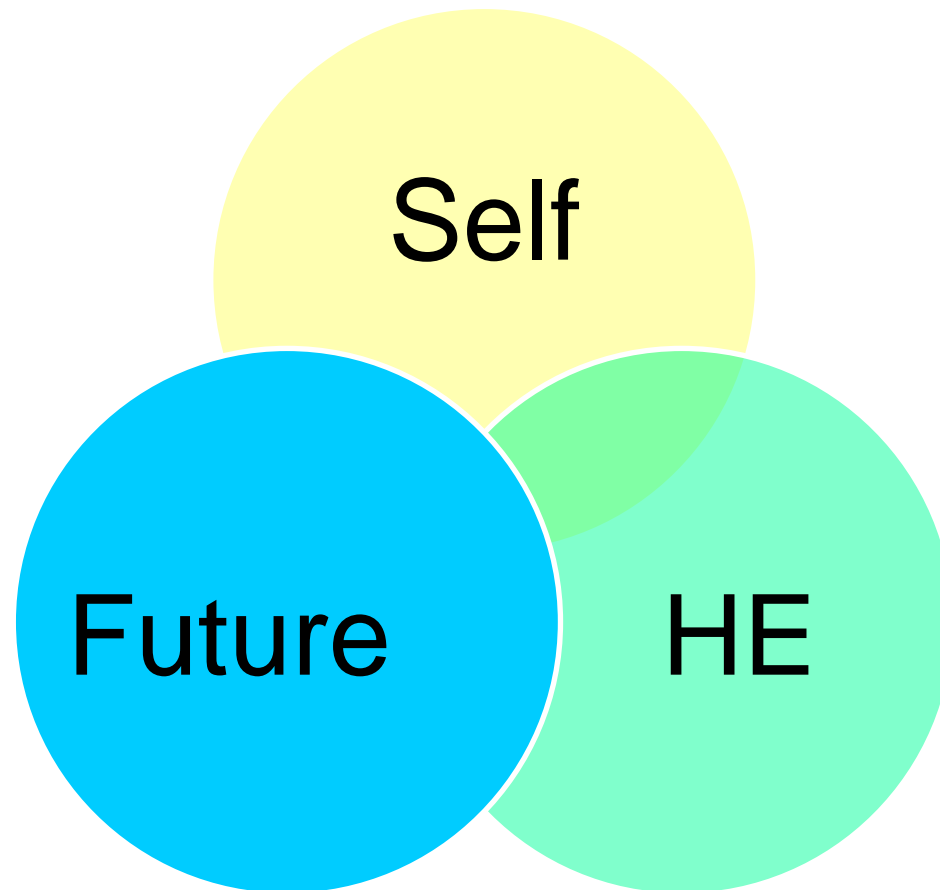


'The moving present' - Dewey

- Who am I?
- Why am I here?
- Where am I going?
- How can I build on my HE experience?
- How can we help our students move into the future?



Image: Marco Bellucci CC



Conceptual connections



- *Uses of knowledge*
- *Professionalism*
- *Physicality / body image*
- *Time*

- Identity
- Narrative
- Social and cultural capital
- Agency and structure
- Space / privacy
- Ethics
- Globalisation

Bildung Tradition

- Meaning 'To Cultivate'
 - Originally Christian concept – Imago Dei
- Leibniz
 - Unfolding potential and Liberation through learning
- Herder
 - Totality of experiences that provide a coherent identity (personal and political)
 - Philosophy has practical application, to promote personal transformation
 - The proper study for humans is humanity
- Dewey

*Jim Goodman, (2007):
<http://www.philosophy.uncc.edu/mleldrid/SAAP/USC/pbt1.html>*

The purpose of HE is....?

- '... [to] strengthen the capacity of individuals to reflect upon their own learning and achievement
- and to plan for their own personal, educational and career development...
- and encourage a positive attitude to learning throughout life. '

*QAA, Guidelines for HE Progress Files,
section 9 and section 29*



A. N. Whitehead

“There is only one subject-matter for education, and that is Life in all its manifestations...”

Whitehead, A. N. (1929)



Image: Library Kv Pattom CC

Characteristic of Embodied pedagogy

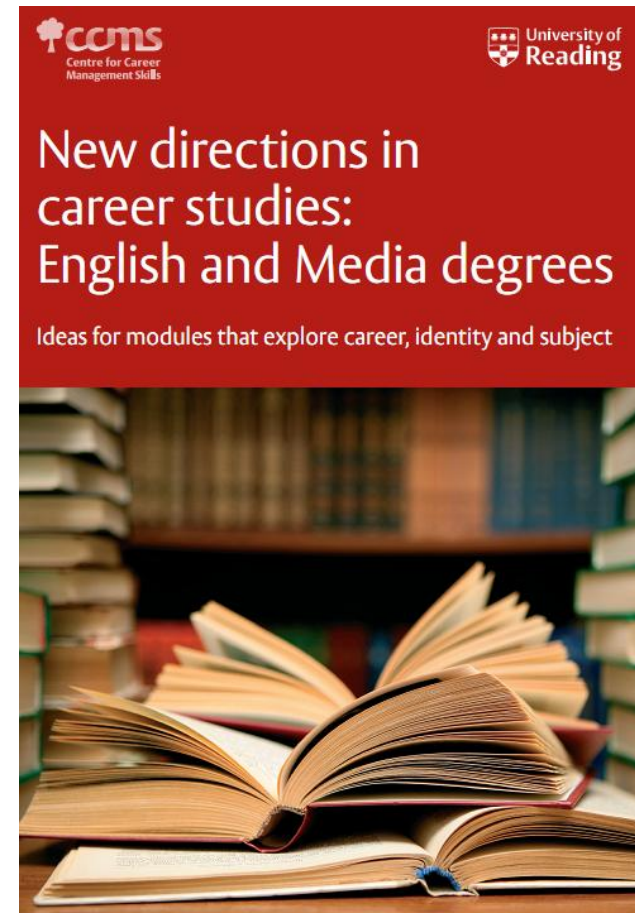


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- Exploration of fundamental human experiences
- Multi-disciplinarity (arts & sciences)
- Acceptance of complexity
- Use of personal experience
- Private reflection and dialogue
- Theory to practice
- Space for silence and talk
- Wonder, reverence and respect

Career Studies

- Modules that create space for students to reflect on the meaning of:
 - ‘Career’ in the context of their discipline
 - Their HE experience in the context of their life
 - Discipline, career & identity



<http://www.reading.ac.uk/ccms/research/ccms-publications.aspx>

Alfred North Whitehead (1929)

“... ***Each individual embodies an
adventure of existence.***

The art of life is the guidance of this
adventure.”



Further info

Stanbury, D. (2010) 'The kindness of strangers: how careers educators and the wider academic community can help each other', Vol 52, Issue No 2, 2010, Journal of Education and Training



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Dave will be based at the University of Essex from July, promoting employability and internationalisation – please keep in touch!