**Transcript**

***Steven Stolz – Phenomenology and physical education***

A significant trend in physical education is to to study the body in an academic type of way. Part of the problem is that by doing this we view the body as a disembodied object. But my interest is by using phenomenology according to Merleau-Ponty is particularly important in terms of he actually says a lot about what it means and what it’s like to be embodied in a personally meaningful type of way as a result of the experience. So the educational implications being that the whole person goes to school not the mind and by through moving, and by engaging with phenomenology we can get a true sense of what it’s like to be a moving, acting, feeling, thinking individual as opposed to separate or distinguished understandings of the body as is about the body, or the mind as two distinct entities. It’s about the integration of the two.

The key outcome would be that by using phenomenology and by engaging in corporeal type movements, so through physical means which normally is associated with physical education, when those two are combined you get an opportunity to kind of get a full feeling of what it is to be an embodied human being. And so there’s an element where I can actually learn through different ways as opposed to traditional ways.

My interest is to look at bodies in education. There’s a significant amount of research out there to show that embodied cognition or how we come to learn through movement has a significant place within education and so for me it’s about kind of engaging with that research and kind of expanding in that area to kind of get a better understanding how we can learn through movement in a non-traditional type of way.