Literature on embodiment in online settings

(this list can also be found and amended here http://t1p.de/litemb*)*

Gómez, E., & Piera, E. A. (2010). Playful embodiment: Body and identity performance on the Internet. Quaderns de l'Institut Català d'Antropologia, Quaderns (2010) 26, pp. 41-60. Retrieved 20. 8. 17
http://www.raco.cat/index.php/QuadernsICA/article/viewFile/245010/386734

„This article analyzes the practice of 'self-presentation' based on posting photos of one's own body using different Internet technologies. The discussion particularly focuses on the playful relationship established by individuals with their own bodies through these practices."

Bolldén, K. (2015, März 24). Teachers' embodiment in online teaching practices: A sociomaterial perspective. Retrieved 20. 8. 17
http://propelmatters.stir.ac.uk/2015/03/24/teachers-embodiment-in-online-teaching-practices-a-sociomaterial-perspective/

"There are probably very few who do not agree with the idea that we have bodies. However, when turning to the area of the internet and internet research, there has been an ongoing debate regarding embodiment online. Life online has been seen as a disembodied existence where people leave their bodies behind when going online. However, more recent texts point out that we do have bodies online. Depending on our purpose when acting online and also the type of platform, these bodies could look very different." Bolldén reflects on this differences and the consequences to teaching. (Also see her thesis: http://liu.diva-portal.org/smash/record.jsf?pid=diva2%3A806805&dswid=3360#sthash.O4ETTUDC.A7iiFaqj.dpbs)

Greenhalgh-Spencer, H. (2013). A complex orientation to embodiment in online education: Making online educational spaces more engaging and more socially just. Thesis: University of Illinois at Urbana-Champaign. (online: https://www.ideals.illinois.edu/bitstream/handle/2142/46700/Heather_Greenhalgh-Spencer.pdf?sequence=1)

Abstract: "This dissertation argues that, in order to create more engaging and socially just online educational spaces, a complex orientation to embodiment is needed. A complex orientation to embodiment includes critique, care, and reflection on what it means to be physically embodied; what it means to be positioned within society—in ways that reflect the interaction of physical embodiment and societal discourses, ideologies, and institutional practices—in ways that give access to or often draw lines of exclusion from power and resources; and creating critical engagement around embodied relationships of labor. I analyze how embodiment is meaningful for online educational spaces; and then suggest ways to negotiate new design strategies and pedagogical practices with complex understandings of embodiment in mind; to create more engaging and socially just online educational spaces. I advocate for an attention to details of embodiment and materiality; and call for an orientation to embodiment (the physicality, positionality, and material relationships of bodies) to ground praxis."

Bullock, S. M., & Fletcher, T. (2017). Teaching About Teaching Using Technology: Using Embodiment to Interpret Online Pedagogies of Teacher Education. In D. Garbett & A. Ovens (Hrsg.), Being Self-Study Researchers in a Digital World (Bd. 16, S. 33–46). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-39478-7_3

Identity theories in the fields of teaching and learning online and consequences for teaching teachers who teach online.

Literature on embodiment

Bermant, G. (2013). Working with(out) a net: improvisational theater and enhanced well-being. Frontiers in Psychology, Vol. 4, 929. Tertreived 20. 8. 17 http://journal.frontiersin.org/article/10.3389/fpsyg.2013.00929/full

This article consists also reflections on the relation of Applied Improv to embodiment.

Duffy, B. (2014). Facilitating embodied instruction: classroom teachers' - experiences with drama-based pedagogy. Thesis. Retrieved 20. 8. 17 http://scholarcommons.sc.edu/etd/2810

"This research project developed six professional development sessions for six elementary school teachers to provide training on both drama-based instruction and research on embodiment. ... This research project endeavors to study the changes within classrooms and teachers when they attend professional development sessions about how to implement embodied, drama-based pedagogies. Through interviews, field observations, and surveys, the researcher attempts to story the growing quantitative neuro-scientific research on what happens to teachers when they learn about neuroscience with qualitative research that captures the lived experiences of teachers to determine whether this professional development model impacted teacher performance."

Gerofsky, S. (2010). Mathematical learning and gesture: Character viewpoint and observer viewpoint in students' gestured graphs of functions. Gesture 10(2-3):321-343.

"This paper reports on a research project in mathematics education involving the use of gesture, movement and vocal sound to highlight mathematically salient features of the graphs of polynomial functions."

Tat, U. & Zeitel-Bank, N. (2013). Self leadership development: the link between body, mind, and reflection. conPapers. 183-189. http://www.toknowpress.net/ISBN/978-961-6914-02-4/papers/ML13-244.pdf

"Based on the assumption, that leadership competencies can hardly be developed simply by theoretical input and learning is a process of real experience, reflective observation, forming abstract concepts and testing in new situations (Kolb's experiential learning theory, 1984), an innovative approach to develop and strengthen selected self-leadership competences for a sustainable success has been designed. The learning method comprises physical experience and awareness along with intellectual reflection."

Janse van Vuuren, P. (2016). Keeping promises: A Strategic Narrative Embodiment model for designing social change interventions. Drama Research Vol. 7 No. 1 April 2016.

"This paper argues that applied theatre methodologies that combine narrative strategies with embodiment techniques are potentially more effective than storytelling alone in addressing the gap between professed values and lived values."

Gallagher, S. (2005). How the Body Shapes the Mind. How the Body Shapes the Mind. Oxford University Press. (see this review: Anderson, M. (2007). In: Philosophical Psychology Vol. 20, No. 1, February 2007, pp. 127–142. Retrieved 20. 8. 17 https://www.researchgate.net/publication/246392739)

"How the Body Shapes the Mind is an interdisciplinary work that addresses philosophical questions by appealing to evidence found in experimental psychology, neuroscience, studies of pathologies, and developmental psychology. There is a growing consensus across these disciplines that the contribution of embodiment to cognition is inescapable. Because this insight has been developed across a variety of disciplines, however, there is still a need to develop a common vocabulary that is capable of integrating discussions of brain mechanisms in neuroscience, behavioural expressions in psychology, design concerns in artificial intelligence and robotics, and debates about embodied experience in the phenomenology and philosophy of mind. Shaun Gallagher's book aims to contribute to the formulation of that common vocabulary and to develop a conceptual framework that will avoid both the overly reductionistic approaches that explain everything in terms of bottom-up neuronal mechanisms, and inflationistic approaches that explain everything in terms of Cartesian, top-down cognitive states."