The Appropriation of Rhythmic Patterns. Or: What does it mean to switch to bodily processes in educational research?

On the basis of a broad concept of competence (Pfadenhauer) the body as mediator of learning processes and subjectivation (Alkemeyer, Reckwitz, Butler) will be addressed. As an aspect of nonverbal communication, the interaction in the process of learning rhythmic pattern in PE teacher education will be analysed on the basis of a recorded video. Psychometrically oriented concepts of competence overlook hidden aspects in general which show (Volbers, Schmidt, Schindler) themself in the process of bodily acquisition and which can be shown in an interactionist micro analytical perspective. By deviding the inner and outer sphere, the intricate intermingling between the two, i.e. self and society, became underestimated. With the reconstruction of the performance, a more detailed view on hidden learning processes will be developed.

Building a methodological bridge between phenomenology and post-structuralist theories of the body, research on bodily interaction analysis will be made useful for pedagogical questions of central relevance. The potential of situations will be explained, possibilities of meta-actional behaviour will be discussed. Small shifts in movement activities indicate differences in the acquisition process. Another example of
Rhythm acquisition will be used as enacted experiment on performativity with the audience.

Rhythm is well described in music and taken as a specific feature of life. The consequences for realistic conceptions of “learning bodies” are only partly developed yet. The construction of implicit knowing (Polanyi) is the material counterpart of intuition.

Sources


