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Nota di contenuto	Preface -- Chapter 1. Embodiment and Professional Education: Opening a Conversation (Stephen Loftus and Elizabeth Anne Kinsella) -- Part I: Embodiment and Professional Practice -- Chapter 2. Practice Theory, Corporeality, and Professional Education: Rethinking the Body (Bill Green) -- Chapter 3. To Act as One Body?: Collective and Embodied Judgement within Professional Action and Education (Eva Schwarz) -- Chapter 4. Embodied Knowledge and Thinking in Professional Education (Stephen Loftus) -- Part II: Embodiment and Professional Performance -- Chapter 5. The Genealogy of the Actor's Laboratory: making kin as embodied pedagogy (Tatiana Chemi) -- Chapter 6.

Theatre of Carnival: A Classroom for the Vigilant Embodied Healer (Sandra DeLuca) -- Part III: Embodiment and Reflection -- Chapter 7. "I listen to my body more": Embodied Mindfulness in Professional Education (Elizabeth Anne Kinsella and Kirsten Sarah Smith) -- Chapter 8. Body-mapping to Facilitate Embodied Reflection in Professional Education Programs (Helen Harrison) -- Chapter 9. Ethics and Embodiment in Health Professions Education (Amy Michelle DeBaets) -- Part IV: Embodiment and Professional Knowledge -- Chapter 10. Goethe and Embodiment in Professional Education and Practice (Stephen Loftus) -- Chapter 11. Neurophenomenology and Professional Education (Bradley Roberts) -- Chapter 12. Embodied Learning and Two-Eyed Seeing: Indigenous and Feminist Perspectives in Professional Education (Eva Cupchik and Melissa Schnarr) -- Part V: Embodiment and Technology -- Chapter 13. (Re-)Embodied Digital Education Practices: Empirical Vignettes about Teaching and Learning in 'tele-co-presences' (Wendelin Küpers) -- Chapter 14. Technological Affordances for Embodied Learning in Authentic Contexts (Barney Dalgarno) -- Part VI: Embodiment and Institutional Structures -- Chapter 15. 'Neoliberalised' (Human) Bodies and Implications for Professional Education (Kathleen Mahon) -- Chapter 16. It's Not Just One Bad Actor: Tracing the Embodied Effects of Institutional Sexism in the Implementation of Gender-based Violence Policies and Practices (Rita Gardner and Jennifer Chisholm) -- Chapter 17. Embodiment and Professional Education: Implications for Practice (Elizabeth Anne Kinsella and Stephen Loftus) -- Postscript -- Index. .

Sommario/riassunto

This book draws attention to the ways in which an awareness of, and sensitivity to, embodiment can enlighten educational practices. It explores discourses from a range of thinkers, including Merleau-Ponty, Gadamer, Bakhtin, Haraway and Ahmed to name a few. The book argues that attention to embodiment can help us to reimagine the goals of education in ways that fit more coherently with human concerns and that offer the chance to provide education that is more holistic and grounded in our corporeality. Theories of embodiment can be used to modify education at the level of curriculum and at the level of pedagogy. This can help us design educational interventions that fit more naturally with how humans are inclined to learn and thus make educational experiences more meaningful. Attention to embodiment allows us to appreciate the extent to which the body appropriates a professional practice and the extent to which a professional practice appropriates the body of the learner. It shows how greater sensitivity to the body can enliven and enlighten our educational practices, especially in professional education.
