ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Challenges in Teaching Embodied Pedagogy during Covid emergency

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• Abstract (300 words):
In February 2020, Lombardy knew the first European case of Covid-19. Therefore, University of Milano-Bicocca closed its doors, inviting all professors and trainers to translate their didactic activities in an online form. This was a critical issue, especially for Embodied Pedagogy, mandatory course in the program for future teachers and educators. In particular, this class usually comprehended practical workshops, which have always been structured in small groups and in physical education classrooms and based on intensive and experiential trainings, such as theatre, yoga, dance, mindfulness, art. Taking into account the risk of the complete removal of bodies in the process of teaching and learning, which could be a great risk of the massive use of Distance Learning in Education, The Embodied Pedagogy teaching research group seized the opportunity of organizing these workshops online. In particular, the challenge was keeping in mind the restrictive characteristics of Distance Teaching while aiming, where possible, to highlight the unexpected values of the emergency on-line setting, as its limits as well. Our group found solutions that could be successful in Distant Teaching but could also represent valid tools for teaching in presence. The solutions we found to plan those workshops took into consideration the pedagogical categories of body, space and time and also had the
aim of contributing to the revitalization of the quality of “presence” in teaching, overcoming any worthless opposition between real and virtual. Since we received highly positive participants’ feedbacks, in the present contribution we’d like to report these experiences, developed during the pandemic emergency, in order to discuss some elements of this new "pedagogical virtual dispositive", which has a different composition from the traditional pedagogical categories. We would like to present the workshop’s construction process, uncovering some critical issues but also new awareness gained from the online implementation of our course.

• Author(s) Biography (200 words each):

Laura Corbella – After a long experience with Drama classes since she was very young, she met improv theatre while studying in University for becoming a primary and preschool teacher. She immediately deepened the strong connection between the know-how of an improviser and the teacher’s one and dedicated to this theme her graduation thesis. At the same time, in 2014-2017, she completed the three-year-program of Teatribù (Milano) and became an improv actress. After some years of work in schools, she won the scholarship for the PhD in Education in Contemporary Society (University of Milan “Bicocca”). Right now, she is implementing a research design where she uses observation of teachers during their lessons, grasping data about the embodied aspects of their job, uncovering those instants where unexpected moments show up. Moreover, with the use of interviews and training/research she is going those moments with them, enriching knowledge about improvised teaching and pedagogical improvisation. In 2018 she began to work as Tutor and Workshop Trainer of Embodied Pedagogy, training student teachers about the implication of an embodied and improvised approach in teaching and education. In 2019 she started teaching and coordinating programs for children.

Nicoletta Ferri – Post-Doc Researcher - Department of Human Sciences for Education, University of Milano-Bicocca. She is interested in studying embodied perspectives in education and teaching, with a sound academic and professional background in performing arts (Contemporary and Educational Dance, Dance Therapy and Experiential Anatomy). As researcher she’s looking for new, embodied, narrative methodologies to investigate themes about Embodied Education. She teaches Pedagogy applied to Science of Movement at University of Milan and she is Workshop Trainer in Embodied and Special Pedagogy at the University of Milan-Bicocca.

List of last publications:


Ivano Gamelli – Associate professor of General and Social Pedagogy, he teaches Embodied Pedagogy in Teacher Education program and Education Sciences course in University of Milano-Bicocca. In the past, he taught Theories and Practices of Autobiography and Adult Education in Education Sciences course and General and Social Pedagogy in the three-years program in Neuro-Psychomotricity Therapy and Physiotherapy in Medicine School. Founder of Philo (Advanced School in Philosophical Practices in Milan), he’s also a trainer, a researcher and a counselor for universities, schools, companies and no-profit organizations. His approach integrates the methodology of narrative autobiography in education with experiential, cognitive and relational strategies, with the use of bodily and expressive languages. He’s the author of many publication, such as: Non solo a parole. Corpo e narrazione nell’educazione e nella cura (2019), A scuola in tutti i sensi (2016), Pedagogia del corpo (2011), Sensibili al corpo. I gesti della formazione e della cura (2011), Quella volta che ho imparato (with L. Formenti, 2002), he edited Il prisma autobiografico (2003), “Dentro Fuori”. Viaggio artistico educativo nelle carceri pugliesi (con R. Ricco, 2005), I laboratori del corpo (2009), Il filo dello Yoga (con C. Sgroi, 2011. He’s a yoga teacher. He’s the manager of the website www.pedagogiadelcorpo.it