

## Body-based Practices

A 7,5 Credit PhD course at the University of South-Eastern Norway, Notodden Campus, April 15-18, + online writing seminar May 13-14, 2024.

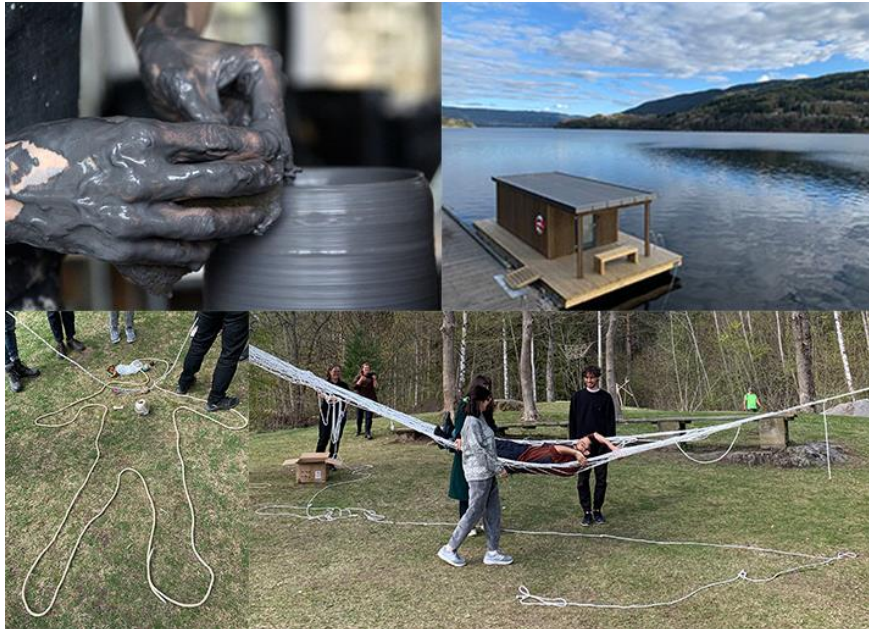


Image: Collage of images from body-based practices in previous years

### Course description

In Body-based Practices, thinking and learning are viewed as embodied practices. We build on the tradition of phenomenology, including new research and theory from the area of Embodied Cognition that is now influencing the learning sciences and practice research in multiple disciplines. As this theoretical frame situates cognition in sensory experiences, materially and socially mediated human-environment interaction, we find it especially relevant in aesthetic and creative practices, sports, performance, and theater as well as in music making and singing or transfer of traditional skills and practices. In the course we introduce the theoretical frame and the different backgrounds of embodied cognition theory and exemplify it through different practices – connecting it to body-based knowledge and sense making in multiple disciplines that share the same issues in research and practice. The participants try out different aspects of body-based practices in physical workshops and discuss these experiences from their own situated perspectives. As a result of the reading, lectures and exercises and discussions in this course the students write an academic text /conference paper to a selected conference, thus their efforts may be directly connected to a research output that counts towards their general studies. The course is conducted in English, but writing may also be done in any Scandinavian language.

### Important dates:

- April 15-18, Campus based course 3 days 9:15-16:00, Lærerskoleveien 40, Notodden.
- May 13-14, On-line writing 2 day seminar with student peer feedback on academic texts
- June 7, 14:00 deadline for delivering the academic text in Wiseflow

## **Preliminary program** (will be confirmed before the course starts)

(Sunday 14 April: Travel to Notodden)

### **Monday 15 April: Embodied Cognition, Arts and crafts**

9:15 - 10:30 Meet up in ROOM F-257C (lille auditoriet) for introductions and getting to know each other. Introduction to the course content and requirements

10:30 - 11:30 Lecture: Embodied cognition, thinking through practice and material engagement: Camilla Groth in ROOM F-257C (lille auditoriet)

11:30 - 12:30 Lunch

12:30 - 15:00 **Practical Workshop:** Kite making and flying as human-environment coupling (subject to favourable weather conditions) with Kari Carlsen, in ROOM F-256a

15:15 - 16:00 Coffee and Group discussions and reflections on own practice in ROOM F-256a

### **Tuesday 16 April: Body based practices and theory**

9:00 Meet up in ROOM F-257C (lille auditoriet)

9:15 - 10:00 Lecture: Theorizing bodily experience – A phenomenological Approach: Gunn Engelsrud, in ROOM F-257C (lille auditoriet)

10:30 - 11:30: Artography and Posthuman theory as research approach: Ann-Hege Lorvik Waterhouse ROOM F-257C

11:30 - 12:30 Lunch

12:30 - 14:30 **Practical Workshop and lecture:** Embodied making and learning through tree knitting with Marte S. Gulliksen, in room F-256a and outdoors.

14:30 - 15:00 Coffee and group discussions and reflections on own practice, in F-256a

15:00-16:00 Time to think and write.

18:00 - 20:00 Informal dinner and discussion at a local restaurant paid by the course.

### **Wednesday 17 April**

9:00 Meet up in ROOM F-257C (lille auditoriet)

9:15 -10:15 Lecture: Autoethnography and research through practice: Camilla Groth in ROOM F-257C

10:30 - 11:30: Lecture on applied phenomenology and embodied cognition in body based practices: Anette Torgersen, in ROOM F-257C (lille auditoriet)

11:30 - 12:30 Lunch

12:30 - 14:30 **Practical Workshop:** Physical activities guided by Anette Torgersen, in the Drama room M-204

15:00 - 16:00 Coffee and Group discussions and reflections on own practice in the Drama room M-204

18:00 - 21:00 Evening activity: Picnic, Sauna and lake swimming for those who want to join

## **Thursday 18 April**

9:00 Meet up in ROOM F-257C (lille auditoriet)

9:15 -10:30 Discussions on the academic writing task and related requirements and peer support groups.

10:30 – 11:30 Own thinking and writing.

11:30 - 12:30 Lunch

12:30-15:00 **Lecture and interview workshop:** Lecture: Introduction to micro phenomenological interview methods and practice explication by Michael Kimmel, in ROOM F-257C (on zoom) Practicing micro phenomenological interview methods with Michael Kimmel, (on zoom/ Drama room M-204).

15:00 - 16:00 Coffee and discussions on own practice.

(Friday 19 April: it is recommended to travel home on Friday to be able to join the course fully)

## **Online writing seminar 13-14 May**

This two-day seminar, that will be on Zoom, is arranged to help participants develop their academic texts. In the seminars all participants will be given a 20 min presentation slot in which they give a powerpoint (or other format) presentation that will be discussed in plenum, much like in a conference.

## **Monday 13 May**

9:00-16:00 Presentations and internal peer reviews on essays and their presentations, 5-6 presentations per day - a more precise schedule will be announced later

## **Tuesday 14 May**

9:00-16:00 Presentations and internal peer reviews on essays and their presentations, 5-6 presentations per day - a more precise schedule will be announced later

**Prerequisites for joining the course:** Completed master's degree in a relevant subject area.

**Requirements for passing the course:** The students are required to participate in the contact teaching min 80% and to write and hand in an academic text of approx. 5000-6000 words, including references, based on the literature presented in the course and on their own practices and research interests, by the deadline June 7th. An internal and an external examiner will assess the academic text. The academic text must be approved for a course certificate to be issued and the course can be included in the training part of the PhD program. The students will also read and hand in a list of what texts they have read from the reading list, 600 pages in total. Non USN students register here: <https://www.usn.no/phd-courses/>. The course can only take 12 students. The application is now open.

**Further information can be had from the course teacher [camilla.groth@usn.no](mailto:camilla.groth@usn.no).**

## **COURSE PLAN**

### **Course Content**

The investigation of body-based practices, in which thinking and learning are viewed as embodied practices, dates to the establishment of USN's doctoral program in culture studies. In this updated version of the course, we build on the tradition of phenomenology, including as well new research and theory from the area of Embodied Cognition that is now

influencing the learning sciences and practices in multiple disciplines. As our theoretical starting point situates cognition in sensory experience, materially and socially mediated human-environment interaction, we find it especially relevant to aesthetic and creative practices, sports, performance, and theater as well as music making, singing and the transfer of traditional skills and practices. We will therefore introduce a variety of theoretical frameworks as well as the origins of embodied cognition theory by exemplifying theory through practice and connecting it to body-based knowledge and sense making in multiple disciplines that share the same issues in research and practice. During the course, participants will experience different aspects of body-based practice through participation in a series of workshops and discuss their experiences from their own situated perspectives. Based in their engagements with the readings, lectures, exercises and course discussions, students will write a paper destined for a conference of their choosing; in such a way their efforts may be directly connected to research output that counts towards, and contributes to, scholarship at the doctoral level. The course is conducted in English, but texts may be submitted in any Scandinavian language or in Finnish.

### Intended learning outcomes

By participating in the course, the student will acquire the following sets of knowledge, skills and competencies:

#### **Knowledge**

The participants will have acquired knowledge of, and insight into, the theoretical framework of embodied cognition and related philosophical traditions presented and discussed in the literature and lectures and problematized in class discussions and workshops. They will be able to account for different theories in a critical and independent way and be able to reflect on and connect this knowledge to their own research. They will be able to discuss their findings in relation to one or more theoretical frameworks. They will have learned about several ways of investigating their own practices, and have a good overview of research methods in body-based practices.

#### **Skills**

Participants will be able to discuss their own practice considering embodied cognition theories together with practitioners from multiple disciplines. They will be able to use embodied cognition theory to formulate and reflect on relevant issues and challenges related to body-based practices and education in their own fields. They will also be able to communicate their insights in interdisciplinary settings, through practice and in writing. They will have tried out and learned to use body-based research methods which they will have incorporated into their own research methodology.

#### **General competence**

The course will contribute to the students' acquisition of competencies strengthening transdisciplinary collaboration, relating practice to theory, and further developing the ability to reflect over and communicate thoughts and ideas related to own practice and related theory through the writing of an academic essay/ conference paper.

### Learning activities

- In-class attendance in 4-days of on campus lectures, seminars and workshops

- Participation in a 2-day net-based seminar during which students will present and discuss the texts they have drafted.
- Reading of required and supplementary readings for a total of 750 pages
- Training in academic writing, based on the literature presented in the course and on participants' own practices and research interests.

## Requirements for course completion

Participants will be required to write an academic text of approximately 5,000 words, excluding references. The text should be based on the literature presented in the course and on the participants' own practices and research interests. Participants may also present non-conventional research products (images, sounds etc.) for evaluation, the formats of which will be discussed and adapted to method and mode of representation. An internal and an external examiner will assess the scientific text.

A scientific text must have received a passing grade in order for a course certificate to be issued. As an accredited course, it may be included in the training/course component of a doctoral degree.

## Required activities and participation

The PhD program in Culture Studies requires that participants attend at least 80% of course activities and actively participate in them. Participants will also need to hand in a list of the texts they have read from the reading list totalling 750 pages. Submission of an academic text within the given deadline is also required.

## Assessment

Pass/Fail.

## Exam aids

All aids are allowed.

## Readings

The student will be required to hand in a list of the 750 pages of reading they have done at the end of the course. The reading list will consist of 400 pages of required reading. In addition, the students will choose an additional 350 pages of reading, either from the list of proposed supplementary reading or create their own list of readings.

## Required reading (400 pages):

### Embodied Cognition Theory:

Shapiro, L. (2019). *Embodied Cognition* (second edition). New York, Routledge. 255 pages (chosen chapters about 20 pages).

Shapiro, L. (Ed.) (2017). *The Routledge Handbook of Embodied Cognition*. New York, Routledge. 382 pages (chosen chapters about 20 pages).

### **Phenomenology:**

Blumenfeld-Jones, D. S. (2015). The artistic process and arts-based research: a phenomenological account of practice. *Qualitative Inquiry*. P. 1-12. 12 pages.

Crossley, N. (2001). Habit, incorporation and the corporeal schema. In: *The social body. Habit, identity and desire*. London-Thousand Oaks-New Delhi: Sage Publications Ltd. P. 120-139. 19 pages.

### **Sports:**

Bieke Gils (2021). A missed opportunity? The need for critical examinations and constructive dialogues in creating socially sustainable university futures. *Khrono*, July 6: [A missed opportunity? \(khrono.no\)](#) Online Blog.

Engelsrud, G. & Rosberg, S. (2021): Theorizing bodily dialogs – reflection on knowledge production in phenomenological research, *Physiotherapy Theory and Practice*, DOI: 10.1080/09593985.2021.1923098. Online Publication.

### **Drama/Dance:**

Kimmel, M. & Hristova, D. (2021). The Micro-genesis of Improvisational Co-creation. *Creativity research Journal*, 33 (4). pp. 347-375.  
<https://www.tandfonline.com/doi/full/10.1080/10400419.2021.1922197> 28 pages.

Kozel, S. Phenomenology (2013). Susan Kozel: Phenomenology – Practice Based Research in the Arts, Stanford University. Published on Dec 12, on Medea TV.  
<https://www.youtube.com/watch?v=mv7Vp3NPKw4>.

Østern, T. P. & Engelsrud, G. (2021). The teacher-body as a dramaturgical axis for composing a lesson. Chapter In (Ed.) Østern, A. L. *Teaching and Learning through Dramaturgy: Education as an Artful Engagement*. Routledge. 156 pages. Chapter 5 has 14 pages.

### **Arts and crafts:**

Groth, C. (2017). *Making sense through hands: Design and craft practice analysed as embodied cognition*. Doctoral dissertation, Aalto ARTS Books, Helsinki. Theoretical foundations: pp 14-33. 19 pages.

Carlsen, K. (2018). Visual Ethnography as tool in exploring children's embodied making processes in preprimary education. *FormAkademisk - Research Journal of Design and Design Education*, 11(2). 16 Pages.

Ingold, T. (2013). *Making: Anthropology, archaeology, art and architecture*. London and New York: Routledge. (chosen chapters about 20 pages).

Sørebø Gulliksen, M. (2017). Making matters? Unpacking the role of practical aesthetic making activities in the general education through the theoretical lens of embodied learning. *Cogent Education*, 4 (1). 14 pages. Online publication:  
<https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1415108>.

Tin, M. B. (2013). Making and the sense it makes. Simultaneously published in *Studies in Material Thinking*, Vol. 9, *FORMakademisk*, Vol. 6(2). 4 pages.  
[https://www.materialthinking.org/sites/default/files/papers/SMT\\_V9\\_00\\_Manifesto Mikke](https://www.materialthinking.org/sites/default/files/papers/SMT_V9_00_Manifesto_Mikke)



[Tin 1.pdf](#) and <https://journals.oslomet.no/index.php/formakademisk/article/view/650>. P. 1-4.

### Research methods:

Bolger, N., Davis, A. & Rafaeli, E. (2003), 'Diary methods: Capturing life as lived', *Annual Review of Psychology*, 54, pp. 579–616. 37 Pages.

Ellis, C., & Bochner, A. P. (2000). Autoethnography, personal narrative, reflexivity: Researcher as subject. In N.K. Denzin & Y.S. Lincoln (Eds.) *Handbook of qualitative research*, 2<sup>nd</sup> edition. Sage: Thousand Oaks, 733-768. 35 Pages.

Petitmengin-Peugeot, C. (2006). Describing one's subjective experience in the second person: An interview method for the science of consciousness. *Phenom Cogn Sci*, 5, pp: 229–269. DOI 10.1007/s11097-006-9022-2. 40 pages.

Klein, G. A., Moon, B. and Hoffman, R. R. (2006). Making sense of sensemaking 2: A macrocognitive model. *IEEE Computer society*, 21 (5). pp. 88-92. 4 pages.

Westerlund, T., Groth, C. & Almevik. (2022) *Craftsciences*. Göteborg: Kriterium. (to be published in 2022). 275 pages **(chosen chapters about 20 pages)**.

Candy, L. & Edmonds, E. (2018). Practice-based research in the creative arts, foundations and futures from the frontline. *Leonardo*, 51 (1) 63–69. 6 Pages.

### Learning:

Abrahamsson, D. & Lindgren, R. (2014). Embodiment and embodied design. In Sawyer, R. K. (Ed.), *The cambridge handbook of the learning sciences* (2nd Edition) Cambridge, UK: Cambridge University Press, 358-376. 18 Pages.

Nathan, M. J. (2021). *Foundations of embodied learning. A paradigm for education*. New York, Routledge. 329 pages (chosen chapters about 20 pages)

[https://www.routledge.com/Foundations-of-Embodied-Learning-A-Paradigm-for-Education/Nathan/p/book/9780367349769?utm\\_source=individuals&utm\\_medium=shared\\_link&utm\\_campaign=B017862\\_am3\\_1au\\_7pp\\_d741](https://www.routledge.com/Foundations-of-Embodied-Learning-A-Paradigm-for-Education/Nathan/p/book/9780367349769?utm_source=individuals&utm_medium=shared_link&utm_campaign=B017862_am3_1au_7pp_d741).

Rolling, J. H., Jr. (2010). A paradigm analysis of art-based research and implications for education. *Studies in Art Education*. Vol. 51(2). P. 102-114. 12 pages.

Ryle, G. (1971). Knowing how and knowing that. In *Collected papers, vol. 2*. New York, Barnes and Noble. 212-225. 13 Pages.

### Supplementary reading (350 pages chosen from the following or own):

Chang, Heewon (2008). *Autoethnography as method*, Walnut Creek, CA: Left Coast Press.

Campbell, K. H. (2013). A call to action: why we need more practitioner researcher. *Democracy & education*, 21, (2).

Calvo-Merino, B., Glaser, D.E., Gre'zes, J., Passingham, R.E., & Haggard, P. (2005). Action observation and acquired motor skills: an fMRI study with expert dancers. *Cerebral Cortex*, August 15, 1243-1249. <http://cercor.oxfordjournals.org/content/15/8/1243.full.pdf+html>

Denzin, N. K. and Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research, In Denzin, N. K. and Lincoln, Y. S. (Eds.), *Handbook of qualitative research*, 4<sup>th</sup> edition. Thousand Oaks: Sage Publications, CA, pp. 1–19. 19 Pages.

Ericsson, A. (2006). Protocol Analysis and Expert Thought: Concurrent Verbalizations of Thinking during Experts' Performance on Representative Tasks. Chapter 13 In (Eds).

Ericsson, A. Charness, N., Feltovich, P. J. And Hoffman, R. R. *The Cambridge handbook of expertise and expert performance*. Cambridge, Cambridge University Press.

Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*. Vol 51, No 4, pp 327-358

Fredriksen, B. (2011). When past and new experiences meet. *FORMakademisk Journal*, 4(1), 65-80.

Gadamer, H.-G. (2001). Opphøyelsen av forståelsens historisitet til hermeneutisk prinsipp. I: Lægred, Sissel og Torgeir Skogen (red.) *Hermeneutisk lesebok*. Oslo: Spartacus. S. 115-136.

Gallagher, S. (1986). Body image and body schema: A conceptual clarification. *The Journal of Mind and Behaviour*, 7 (4), 541-554.

Gherardi, S. (2000). 'Practice-based Theorizing on Learning and Knowing in Organizations. Introduction to the Special Issue on Knowing in Practice', *Organization* 7(2): 211–223.

Gils, Bieke (2017). Bessie Coleman: "The Only Race Aviatrix in the World." Chapter 5 In *Before Jackie Robinson. The transcendent role of Black sporting pioneers*, ed. Gerald Gems, University of Nebraska Press.

Vertinsky, Patricia and Bieke Gils (2017). 'Watch Britain': Movement Education, Transnational Exchanges and the Contested Terrain of Physical Education in Mid-Twentieth Century Canada, *Journal of Sport History*, 44, No. 3, pp. 456-475.

Gils, Bieke (2017). Playing for Change: The Continuing Struggle for Sport and Recreation ed. by Russell Field. *Journal of Sport History*, 44(3), 500-501.

Vertinsky, Patricia and Bieke Gils (2016). 'Physical Education's First Lady of the World': Dorothy Sears Ainsworth and The International Association of Physical Education and Sport for Women and Girls,' *The International Journal of the History of Sport*, 33(13) : 1500-1516.

Groth, C. (2020). Making as a way of interacting with the environment. In, (Eds.): Grov Berger, R. & Kjellevoid, T. *Earth, Wind, Fire, Water. Nordic Contemporary Crafts – A Critical Craft Anthology*. Arnoldsche Art Publishers (2020). ISBN 978-3-89790-603-7.

Gallese, V. (2001). The 'Shared Manifold' hypothesis: From mirror neurons to empathy. *Journal of Consciousness Studies*, 8, (5–7), 33–50.



- Gallese, V. & Lakoff, G. (2005). The brain's concepts: The role of the sensory-motor system in conceptual knowledge. *Cognitive Neuropsychology*, 22 (3/4), 455-479.
- Harrison, P (2000). Making sense: Embodiment and the sensibilities of the everyday. *Environment and planning D: Society and space*, 18, 497 – 517
- Hegna, H. M. & Ørbæk, T. (2021): Traces of embodied teaching and learning: a review of empirical studies in higher education, *Teaching in Higher Education*, DOI: 10.1080/13562517.2021.1989582 To link to this article: <https://doi.org/10.1080/13562517.2021.1989582>
- Johnson, M. (1987), *The body in the mind*. Chicago: Chicago University Press.
- Johnson, M. (2007), *The meaning of the body*. Chicago: Chicago University Press.
- Kiefer, M., & Trumpp, M. N. (2012). Embodiment theory and education: The foundations of cognition in perception and action. *Trends in Neuroscience and Education*, 1, 15-20.
- Klein, G. A., Calderwood, R. and MacGregor, D. (1989). Critical decision method for eliciting knowledge. *IEEE Transactions on systems, man, and cybernetics*, 19 (3). pp. 462-472.
- Kozel, S. (2011). The virtual and the physical: A phenomenological approach to performance research. In Biggs, M., & Karlsson, H. (Eds.) *The Routledge Companion to Research in the Arts*. London-New York: Routledge. 204-222.
- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, G. & Johnson, M. (1999). *Philosophy in the flesh: The embodied mind and its challenge to Western thought*. New York: Basic Books.
- Lave, J. & Wenger, E. (1991). *Situated Learning. Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Menary, R. A. (2010). Introduction to the special issue on 4E cognition. *Phenomenology and the Cognitive Sciences*, 9 (4), 459-463.
- Molander, B. (1993). *Kunskap i Handling* [The practice of knowing and knowing in practices.] Göteborg: Daidalos.
- Mäkelä, M. (2007). Knowing through making: The role of the artefact in practice-led research. *Knowledge, Technology & Policy*. 20 (3), 157-163.
- Mäkelä, M. (2016). Personal exploration: Serendipity and intentionality as altering positions in a creative process. *FORMakademisk*. 9 (1), Article 2, 1-12.
- Mäkelä, M., & Nimkulrat, N. (2018). Documentation as a practice-led research tool for reflection on experiential knowledge. *FormAkademisk - Research Journal of Design and Design Education*, 11(2).

- Niedderer, K. (2013). Explorative materiality and knowledge: The role of creative exploration and artefacts in design research. *FORMakademisk*, 6 (2), 1 – 20.
- Nilsson, F. (2013). Knowledge in the making: On production and communication of knowledge in the material practices of architecture. *FORMakademisk*, 6(2), 1-13.
- Noë, A. (2004). *Action in perception*. Cambridge: The MIT press.
- Noë, A. (2009). *Out of our heads*. New York: Hill and Wang.
- O'Connor, E. (2005). Embodied knowledge: The experience of meaning and the struggle towards proficiency in glassblowing. *Ethnography*, 6 (2), 183-204.
- Pallasmaa, J. (2009). *The thinking hand*. Chichester: John Wiley & Sons.
- Petitmengin-Peugeot, C. (1999). The Intuitive Experience. In: F.J.Varela and J. Shear (ed.), *The View from Within. First-person approaches to the study of consciousness*, London, Imprint Academic, 1999, pp. 43-77. 34 pages.
- Polanyi, M. (1966). *The tacit dimension*. New York: Doubleday.
- Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice*. Dordrecht, Netherlands: Springer.
- Pink, S. (2009). *Doing sensory ethnography*. London: SAGE Publications.
- Pink, P. (2011). A multisensory approach to visual methods. In Margolis, E & Pauwels, L. (Eds.), *The SAGE Handbook Visual Research Methods*. London: SAGE Publications, 601-615.
- Pink, S., & Leder Mackley, K. (2012). Video and a sense of the invisible: Approaching domestic energy consumption through the sensory home. *Sociological Research Online*, 17(1) 3. Retrieved from <http://www.socresonline.org.uk/17/1/3.html> on 24/9 2015.
- Riis, K. & Groth, C. (2020) Navigating methodological perspectives in Doctoral research through creative practice: Two examples of research in crafts. *Formakademisk Journal*, 13 (3). Art. 9, 1-25.
- Rizzolatti, G., & Craighero, L. (2004). The mirror neuron system. *Annual Review of Neuroscience*, 27, 169–192.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Shusterman, R. (2005). The silent, limping body of philosophy. In Carman, T. & Hansen, M.B.N. (Eds.). *The Cambridge Companion to Merleau-Ponty*. Cambridge: Cambridge University Press
- Strati, A. (2003). Knowing in practice: Aesthetic understanding and tacit knowledge. In Nicolini, D., Gherardi, S., Yanow, D (Eds.). *Knowing in organizations: A practice-based approach*. New York: M.E Sharpe, Inc.

Strati, A. (2007). Sensible knowledge and practice-based learning. *Management learning*, 38 (1), 61-77.

Spinney, J. (2011). A Chance to Catch a Breath: Using Mobile Video Ethnography in Cycling Research, *Mobilities*, 6:2, 161-182.

Thompson, E & Stapleton, M. (2008). Making sense of sense-making. *Topoi*. DOI 10.1007/s11245-008-9043-2. Retrieved on the 20<sup>th</sup> of April 2016 from <https://evanthompsondotme.files.wordpress.com/2012/11/making-sense-of-sense-making.pdf> .

Tin, M. B. (2011). *Spilleregler og spillerom. Tradisjonens estetikk*. Oslo: Novus Forlag og Instituttet for sammenlignende kulturforskning. S. 202-218.

Torgersen, Anette (2018). *Kinetic Awareness som transformativ danse- og bevegelsesdidaktikk - Fra instrumentell til eksistensiell kropp*. USN. *Doctoral dissertation*.

Torgersen, Anette (2021). Relasjonell kroppslig empatisk didaktikk for å fremme kroppslig læring. In Østern, Tone Pernille; Bjerke, Øyvind; Engelsrud, Gunn Helene & Sørum, Anne Grut (ed.) *Kroppslig læring - perspektiver og praksiser*. Universitetsforlaget (Oslo).

Valenzuela-Moguillansky, C. & Vásquez-Rosati, A. (2019). An Analysis Procedure for the micro-phenomenological Interview. *Constructivist Foundations*, 14 (2). Pp. 123-145  
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