

<b>Module title</b>	<b>Embodied Learning</b>
<b>Module code</b>	EDPT2517
<b>Mode of delivery</b>	Blended
<b>Module ECTS Weighting</b>	10 ECTS
<b>Semester of delivery</b>	Sem 2
<b>Module Contact Hours</b>	22 hours
<b>Module Coordinator</b>	Erika Piazzoli
<b>Module teaching staff and academic titles</b>	Prof. Erika Piazzoli
<b>Module description— content</b>	<p>This module introduces embodiment theory and practice in arts education. Taking a praxial approach, where theory informs practice and reflection to create new understandings, the module encourages students to engage with and reflect on the principles of embodied pedagogy and their implications for teaching and learning through the arts. Embodiment conceptualises learning as a process not limited to the thinking brain, but one that is situated in the body and activated through presence, experience and reflection-in-action. An embodied approach to pedagogy can help learners access knowledge beyond words, which is particularly beneficial for students who find verbal language challenging, exploring engagement through movement, imagination, emotions and creativity. The module considers embodiment from an inclusive perspective, covering areas such as embodiment and multilingualism, embodiment in forced migration educational settings, and embodiment in the context of learning and intellectual disabilities.</p>
<b>Module learning aims/objectives</b>	<p>This module aims to:</p> <ul style="list-style-type: none"> <li>• Demonstrate complex ideas related to how embodiment affects the learning process in arts education;</li> <li>• Acknowledge the significance of embodiment in addressing pedagogical, societal, and psychological issues in education;</li> <li>• Chart a range of practical strategies related to embodied learning in and through the arts;</li> <li>• Illustrate current debates related to embodied research methods in arts-based educational research;</li> <li>• Explore the role of embodiment for inclusive education.</li> </ul>

<p><b>Module learning outcomes (MLO)</b>  <i>please note the Programme Learning Outcome(s) (PLO) to which each MLO corresponds (for PLO, see end of this document)</i></p>	<p>On successful completion of the module students should be able to:</p> <p><b>MLO 1:</b> Develop a research-informed perspective to how embodiment affects the learning process in arts education (PL4);</p> <p><b>MLO 2:</b> Recognize the role of embodiment in relation to pedagogical, societal and psychological issues in education (PLO1);</p> <p><b>MLO 3:</b> Cultivate a variety of pedagogical strategies related to embodied learning, in and through the arts (PLO2);</p> <p><b>MLO 4:</b> Map out a range of embodied research methods, drawing on different art forms (PLO5);</p> <p><b>MLO 5:</b> Engage in critical reflection related to the role of embodiment for inclusive education (PLO3).</p>
<p><b>Module Assessment Components (MAC) and their weighting</b></p>	<p><b>MAC1:</b> Practice-based portfolio, weighting 40% (MLO2, MLO5);</p> <p><b>MAC2:</b> Presentation on embodied theory through practice, weighting 40% (MLO1, ML3);</p> <p><b>MAC3:</b> Active participation in the weekly discussion of the readings, weighting 20%, (MLO 1, ML4).</p>

Weekly sessions		
Module Title		
Indicative weekly Session No.	Session Title	Lead Academic
1	Introduction to embodied learning	Prof Erika Piazzoli
2	Embodiment, movement and imagination	Prof Erika Piazzoli
3	Embodiment, emotions and creativity	Prof Erika Piazzoli
4	Principles of embodied pedagogy	Prof Erika Piazzoli
5	Embodiment and multilingualism	Prof Erika Piazzoli
6	Embodiment and working in contexts of forced migration	Prof Erika Piazzoli
7	Study/review (reading week)	
8	Embodiment and working with learners with learning and intellectual disabilities	Prof Erika Piazzoli
9	Presentations and feedback	Prof Erika Piazzoli

10	Presentations and feedback	Prof Erika Piazzoli
11	Presentations and feedback	Prof Erika Piazzoli
12	Review and Conclusion	Prof Erika Piazzoli

### **M.Ed. PROGRAMME LEARNING OUTCOMES (PLO)**

On completion of the taught modules, students should be able to demonstrate:

- PLO 1. Systematic understanding and critical awareness of current problems and new developments in education, curriculum, school leadership, and related social, psychological, and education issues.
- PLO 2. Practical expertise in relevant curriculum, leadership, and management areas.
- PLO 3. Skills in the management of change and innovation in educational settings; the application of their knowledge, comprehension, critical awareness, and problem-solving abilities within a framework of research.
- PLO 4. Apply knowledge comprehension, critical awareness and problem-solving abilities within the framework of research areas related to their field of study.
- PLO 5. Effective communication of the results of their research, or advanced technical and professional learning, to both specialist and non-specialist audiences.