

Titel:	Knowing in moving; how can bodily knowing be articulated as knowledge?
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	<p>Introduktion</p> <p>The subject physical education and health in Sweden is, according to several research studies(Annerstedt 1995, Ericsson et. al 2003, Lundvall 2004, Lundvall & Meckbach 2004, Thedin Jacobsson 2004, Redelius, Fagrell & Larsson 2009, Ekberg 2009, Swedish National Agency of Education 2005), not explicitly considered a subject where knowledge and learning is articulated as a main issue. Instead, the aspect of knowledge and learning is concealed by a strong relationship to fulfilling society's demand for healthy life styles, a taken-for-granted connection to competitive sports and a self-imposed claim having pupils think that the teaching and the content offered should be 'fun'.. There are probably no objections against regarding physical activity/human movements as a core content in P.E and health but what these human movements really means in terms of aims and subject content knowledge issues could be problematized. In their paper Amade-Escot and O'Sullivan (2007) emphasize the significance of research on content in physical education in order to better understand, and develop, together with an interactionist logic, an epistemological logic which "does not take for granted the content in use" (Amade-Escot and O'Sullivan 2007 s. 200). Hence, it could be an interesting task studying the content physical activity/human movements in terms of learning and enhancing motile capacities, bodily awareness and a movement literacy.</p> <p>Syfte & teoretisk ram</p> <p>A basic theoretical assumption is that the concept of knowledge in education and in particular physical education could be discussed in terms of philosophy of practice following Allan Janik's (Janik 1996) reasoning concerning Polanyis' concept 'tacit knowledge'. According to Janik, 'tacit knowledge' is partly possible to articulate and furthermore; if this knowledge ever will be the subject for critique and innovations, articulating it will be a prerequisite. Following Gorlay (2002 s. 5 ref. to Janik 1988) two kinds of tacit knowledge can be discerned where one is described as possible to make explicit but "has not yet been so rendered" (Gorlay 2002 s. 4) and the other kind is far more difficult to articulate. The kind of tacit knowledge possible to articulate remains tacit, or unarticulated for three reasons; "concern with secrecy and power, because no one has bothered to recognize the knowledge or tried to explicate it, and, because it concerns presuppositions we all generally hold" (Gorlay 2002 s. 5). Irrespective of what reasons are underlying the circumstance that certain kinds of knowledge are not explicitly articulated the aim of this study is to explore tacit dimensions in 'bodily practice' and make them explicable as aspects of knowledge. A main reason to do this is generating a possibility for discussing human movements in the subject physical education as a source for bodily knowing. A point of departure is articulating bodily 'tacit' knowing as in line with the concept of "knowing how" developed by Gilbert Ryle (1949,2009) where a dissociation from a dualistic thinking of mind and action is pronounced. The concept of 'physical literacy', developed by Margaret Whitehead (2005) as well as other ways of describing bodily knowing (Rönholt 2001, Shusterman 2004, Gard 2006) will contribute to the underlying aim of this study.</p> <p>Metod</p> <p>In order to exemplify how certain 'tacit' aspects of knowledge could be articulated three arenas of bodily practice will be studied; free skiing, athletics (track and field) and lessons in P.E. In freeskiing and athletics, practitioners will be video recorded followed with stimulated recall. Studying lessons in P.E will be a part of an action research together with a P.E teacher.</p> <p>Resultat och diskussion</p> <p>Since this is an ongoing study in it's initial phase the results presented can only be regarded as an embryo for discussion.</p> <p>A pilot study conducted with practitioners in free skiing implicates a comprehensive 'bodily knowing' wherein tacit aspects of knowing are possible to express and articulate. The result will be discussed in relation to content and domain specific knowledge in Physical Education together with how aspects of knowing and learning could be discerned and subject for discussion in the area of human movements/physical activity</p>