Proposed symposium titled: Phenomenology, embodiment and physical education

Proposed symposium members:
(1) Dr Steven Stolz (La Trobe University, Australia) & Chair of symposium;
(2) Dr Malcolm Thorburn (University of Edinburgh, UK);
(3) Dr Jonas Holst (San Jorge University, Spain);
(4) Dr Joris Vlieghe (University of Aberdeen, UK); &,
(5) Discussant: Dr James MacAllister (University of Edinburgh, UK)

Proposed symposium abstract:
Since the rise of phenomenology in the Continental tradition in philosophy, physical
education and sports pedagogy as a discipline area, or field has some ad hoc examples to call
on that claim to use a phenomenological approach; however, from a philosophical point of
view most of these accounts could be argued to be insufficient and unsatisfactory. Taking
into consideration the tendency in physical education and sports pedagogy to objectify the
body as a thing to study seems rather odd, and ignores what it means to have a worldly body
(Körper) and be a lived-body (Leib) which reveals itself from within. As such, this
symposium explores the conceptually rich space of phenomenology and embodiment in
physical education and/or sport.

Author: Dr Steven Stolz (La Trobe University, Australia) & Chair of symposium

Title: The uses of phenomenology and phenomenography in educational research: What does
this mean for physical education and sports pedagogy research?

Abstract: The uses of phenomenology and phenomenography as a method has gained some
traction, particularly in the research literature. Along with the rise of phenomenology and
phenomenography as a method, unsurprisingly the level of conceptual confusion has also
risen; however, accounts examining both are limited, particularly in relation to how each
approach takes into consideration the lived experience, or what it means to be embodied in
the world from the point of view of the subject. As a result, this paper will be concerned with
the following three issues: (1) for the sake of conceptual clarity, I will provide a brief account
of phenomenology and phenomenography; (2) I will then turn my attention to a critical
discussion of whether the two should be viewed as separate research methods; and, (3) I
outline what this may mean for future research.