

What is real? (Re-)Locating body, movement, and experience in an increasingly digitized world

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- In sport pedagogical contexts, body, movement and experience can be seen as fundamental issues that are gaining more and more new meanings in an increasingly digitized world.
- This paper seeks to (re-)locate body, movement, and experience in a digitized world in an education-theoretical perspective.

Findings:

- A superficial distinction between supposedly genuine movements, real bodies, and primary experiences versus (supposedly less relevant) artificial movements, virtual bodies, and secondary experiences falls short since it ignores the fluidity between “virtual” and “analog” and the fact that we are always physically to the world.
- It is never possible to step beyond the body, movements remain a central mode of encountering the world, and experiences cannot be prevented, even in a virtual world.
- Hence, we need to better explore new qualities of body-having and moving while still being physically bound and to sound out what kind of pedagogically relevant experiences can(not) be made by whom under these changed circumstances in digital contexts.
- „Virtual“ contexts open up new possibilities for experimenting with one’s own corporeality and identity.
- The existential character of negative experiences (crucial for education) might evaporate in “virtual” spaces due to the manipulability of digital worlds and the potential inconsequentiality of negative experiences.
- Didactical approaches must be developed that do both, make use of the new possibilities, and ensure the impositions of the pedagogical work.