

Embodying your Teaching

*Engage your body at the center of your teaching
to manage your class with ease*

Introductory workshop

An experiential workshop designed to explore how we perceive our lived body while teaching. The main objectives are to enhance the awareness embedded in the dynamic relational-process with students that teaching involves while strengthening the relation with our own body (self).

How does one improve teaching through embodiment? How to be well-grounded in order to be present for the students at the same time? How to cope with the stress involved in delivering content in order to foster a more enjoyable and healthy teaching practice?

Through simple embodied exercises and discussions, you will be invited to share your own teaching experiences in order to construct a common understanding of the relationship with self as well as between self and students; you will be able to use that understanding to apply to your teaching every day. Accordingly, this workshop is offered in a Community of Practice format (Wenger).

Proposed introductory workshop theme: *Center and Periphery*

Place : CTL

Date and Time :

Participants : Up to 14

On-going workshop

The on-going workshop unfolds through 5 encounters of 3 hours each at 3-week intervals. We will engage up to 12 participants attending the workshop (actively teaching at Concordia) to share experiences and integrate/reflect on what they have learned through practice. From one encounter to the next, the themes will emerge from the group work and demands of the participants. Each encounter will follow the same format, but will differ according to the chosen themes in order to closely follow and be in tune with actual needs. This work has been conducted in various settings in past years and proven to be very effective and accessible, creating an inclusive space for all faculty members.

This workshop is open to all - everyone teaching during this semester is welcome!

Instructors: Geneviève Emond & Florence Figols

Geneviève Emond

As an educational consultant and teachers' trainer, Geneviève Emond helps professionals find ways to improve their teaching and social practices, using a holistic approach and a collaborative pedagogy. After working several years at different levels of educational systems as international projects manager for inclusive education, teacher trainer and teacher, she has dived in an academic path. She holds a PhD in education on teachers' embodiment and a Master's in dance and somatic education. She is also conducting research projects related to the professional development of teachers and student-teachers.

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Florence Figols

Florence Figols is a Montreal based choreographer, researcher and has been teaching in the Contemporary Dance Department at Concordia University since 1999. Her fields of investigation-creation encompass sensory connections, stage presence, embodiment and the micro-politics of the dancing body. Her works have been presented on national and international dance platforms. Since 2010, she shares her research on the multi-sensory dimension embedded in the dance practice via symposiums and workshops across the globe. Florence holds a Master's degree in dance from UQAM.

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