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## Learning by Movement Performance

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### Abstract

The aim of this paper is to describe a movement performance therapy approach based on a movement analysis of learners. The movement therapy, which considers class performances as “learning as life-text,” is grounded on the class performances and processes (Orth, 2011; Halprin, 2012). Learners, as a society member of the school, are also the subject of the social development. Therefore, this study focuses on the mutual performance formed by the inter-related body, mind and society. They would know what the obstacles of movement performances are and how the remedy is working for their internalized and oppressed movement performances. Learners were resourced to self-heal from the class performances as “learning as life-text.” Consequently, they became the subject of learning through the changing process in them.

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### 1. Introduction

It is not a surprising fact that Korean students spend 7 hours and 50 minutes at school on average, and it is ranked as the top of the OECD countries. Furthermore, 85% of Korean students have bad memories of their school life (Happy School, 2013). It is unfortunate that they have bad memories of most of their time in school. This study started from the above thought, and would like to focus on Korean education problems such as a) ranking focused systems, b) the oppression, violence, copycats, and the thinking of aggressors and victims generated by college entrance examination from the view of movement performance therapy. Through a class experiment, this research would like to focus on the fact that college students/learners don't take the learning process thinking of it more of a

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duty. In addition, this study explores the feedback between self-observation and learners through the answering the following questions.

- First, do the learners express what they want with the language of the body and mind?
- Second, what is the meaning of the expression from the movement performance for the learners?
- Third, what are the accompanied factors which are changed before and after the movement performance?

## 2. Background

Learners' body language generally develops based on the interaction between the rich Bottom Up/Emotion, which is composed of the protection, care and love from parents and interactions with nature and people, and Top Down/Cognition, reading literature and gathering a variety of knowledge. However, what do you think about the current Korean college students? After taking the Korean College Entrance Exam(KCEE), they are being pressured to prepare for the job market which is much tougher than the pressure from the taking the KCEE. Having overheated competition through preparing for and taking those tests, they lost their childhood, and the meaning of life. Therefore this study induces and supports that learners can regain their emotional and intellectual interaction abilities focusing on their own body, and listening to the voice of the body, and following that voice. To listen to the voice from their body, the following observation processes are required; a) what oppresses my body? Can I perceive the memory of the body oppressed clearly? How does the memory control my body and mind? After the observation, learners will be introduced to find the proper answer to the oppressed voice by themselves. Sometimes their violent body's trauma can be visualized so they can feel the anger or pain. Being observed, learners can objectify themselves, and figure out the factor that hinders their body's proper performance so finally they can correct it by themselves. At the moment, the process of memorizing details of their bodies with a visual recording could be accompanied. For example, in case of experiencing physical violence from his/her parents, teachers, or peers, he/she suffers from a headache or backache. Indeed, the body trauma can represent when it face the similar/changed situation even it happened a long time ago. In this case, the role of a class instructor is a person who delivers the contents of the class and feedback or a coach, as well as a supporter or therapist who can help learners can find themselves in mind and body. Therefore, for the learners under heavy stress, class instructors are necessary to introduce a coaching program and/or various therapeutic programs for the body and mind. Through this study, learners observe and analyze their own movement performances by themselves. They would know what the obstacles of movement performances are and how the remedy is working for their internalized and oppressed movement performances. During this time, learners could become aware of the conflict between their movement performances and internalized problems, and they could spontaneously connect the process to the therapy itself.

## 3. Research methodology

### 3.1. Participants

Table 1. Participating students

Gender	MP	RP
Female	8	10
Male	7	5

In this study, 15 in 30 learners were the experimental group, and other 15 learners were observers who recorded and made a protocol clearly based on their observation and analysis of the former 15 learners. Their role was changed after one session was done. Observers were supposed to record and write specifically about the body movement, expression, language and responses of the experimental group members, and give a movement feedback to them. The experimental group wrote and submitted an account of their physical trauma, language/physical violence, and bad memories on the paper anonymously to help observers' a better understanding of their responses. This paper shows 12 out of 15 in the experimental group members frequently experienced a high level of

physical/language violence. This study is not for the comparison between learners who have these experiences and do not. This study would like to show and discuss that these experiences could often lead to certain responses, and make an obstacles of experimental group's with close observation.

### 3.2. Methodology

The method of this study mainly focused on the performance therapy approach based on a movement analysis of learners. The movement therapy, which considers class performances as "learning as life-text," is grounded on the class performances and processes (Orth, 2011; Halprin, 2012). Learners, as a society member of the school, are also the subject of the social development. Therefore, this study focuses on the mutual performance formed by the inter-related body, mind and society. Thirty students, taking a class at 'K-University' in spring in 2013, participated in this Movement Performance (MP) study. Fifteen students were in the group of the movement performance, and the remaining 15 students were observing, recording, and giving feedback (RP: Remaining performance) to the previous group. The class was video recorded, and notes were openly taken. All information and data gathered from the process was the object of this study. Two groups changed their roles during a session finished. This study analyzed their juvenile memories of language/physical violence (VE: violence experiences), and negative memories (NM). In addition, it also focused on how they were influenced from their changing roles. It is an impressive outcome that most of the participants experienced violence with individual differences.

## 4. Results

The contribution and outcome of this study are the following three points; first, learners faced their own problems and conflicts built in them to be a subject of the behavior performance, and practiced self-examination. They also had a chance to receive positive feedback from participants, and felt sure of themselves differently in a dissimilar way than prior to this study. Second, learners objectified themselves on a meta-cognition level through the behavior performance therapy so that they had a chance to improve their performance proficiency. Third, learners were encouraged to self-heal from the class performances as "learning as life-text." Consequently, they became the subject of learning through the changing process in them. Drawing a simple conclusion that participants had a chance to look back themselves, and they felt difficult that delivering and understanding class contents even those that are about themselves. In other words, they suffered from their physical and mental partials were hardly in one piece. Nonetheless, it could give meaningful results that each participant could find a 'linguistic compensation' by themselves which they needed, and lighted on the competence of their performance through their interaction and mutual activities. In addition, both their childhood memories and current cognitive competence made perfect sense, and it could bring natural and valuable feedback for each other.

## 5. Discussion

Based on the result of this study, we would like to propose an alternative plan for the class. The preliminary arrangements, such as a liberal atmosphere and freedom of expression, are necessary for participants' feedback. These arrangements are needed because participants could face a severe mental stress deprived by under the situation of 'doing well in class' or 'not doing well in class', and it could hinder to do a performance with the mind and body in accord during the class. Therefore, we would like to emphasize the following.

- Providing liberty and freedom to learners in class
- Preparing various evaluation indexes such as from 'doing well/not doing well' to 'interesting/unique'
- Helping learners to recognize themselves as a main body (not understanding class instructor as a main)

Add to this, sorting specific and abstract expressions are needed because using both daily and literature/metaphoric expressions together can make learners to think diversely and to listen to others carefully so it will induce they can make creative responses verbally. In this study, when 15 observers monitored their partners,

they could understand and discuss that the memory of childhood physical and language violence controlled their body so expressing by them perfectly is difficult in this status. Basically, the childhood bad memories of the learners are obstructing 'now-here' body function. Thus, with the performance in the class which helps participants to remove their oppressors from their memories, and perform the cognitive interaction, participants tried to escape their memories with indirect metaphoric expressions though they were afraid to express their stresses or taboos/secrets. This class progressed satisfactorily. It means that participants could gradually escape from their negative memories, and find another aspect.

## 6. Implications

In this study, the meaning of the participants and class experiment is important because they start to re-consider the process of the class to their life itself, and they would like to pursue their lives with their body and mind. Besides, participants not only study and learn the class contents but also open their consciousness volunteer. They figure out the following are critical to them, and also they are another product of this study; a) reading good literature, b) enlightening their mental status, c) daily self-reflection, d) traveling nature with relaxation, e) communicating to various generations, f) having a variety of knowledge, g) supporting for personality and knowledge together along with having creative pursuits, and h) experiencing themselves as a subject of their lives. It also applies for learners in college to know who they are, and look ahead into their future.

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