Body matters – Innovative Epistemological Approaches to Scientific and Practical Knowledge in Pedagogy
Performative accounts of education overshadow the fact that educational practices are ruled by the processing of knowledge, e.g. by materiality and contexts.
One can grasp the epistemological dimensions of practices by referring to the concept of the human body.

This reference provides central process criteria of practices with educational and didactical intentions.

After neglecting the body in sociological and pedagogical research, the last decades constantly brought body matters back in (Kamper & Wulf 1982, Frank 1990 etc.).

However, it is often ignored that the paradigm shift that accompanies the rediscovery of corporality leads to a fundamental innovation also of the valid orders of thinking, respectively of the discourses in pedagogy like attention, movement, playing, improvisation etc.
From this perspective, it comes into sight that body knowledge comprises a whole range of inexplicit dimensions that are crucial in shaping pedagogic processes and practices.
Displacement as a Didactical Strategy - How to Use Contemporary Art Methods in School Education

Didactics and the Epistemology of Displacement
http://www.youtube.com/watch?v=Ty1dIDu2VPk
Brohl (2008, 35, transl. by AK) writes, “[...] displacement at first describes a spatial relocation of art situated in the institution of the museum and then moved to public spaces. Displacement signifies a change in the understanding of art: The production of art works is replaced by the discursive practices of doing art based on a special location. Moreover, displacement is the special artistic reading of a location by another location, the intuitive relating of materials, information and associations.”
Duchamp at the exhibit space of Marcel Duchamp, Fountain, 1917/1964; sculpture; glazed ceramic with black paint (38.1 cm x 48.9 cm x 62.55 cm); Collection San Francisco Museum of Modern Art. Source: http://www.google.de/imgres?imgurl=http://www.dawade.com/images/thesis_fln5.jpg&imgrefurl=http://www.dawade.com/paper_duality.html&usg=_RrS6NyEwPEw5E1kF0fkd0O0-K&h=370&w=549&sz=145&hl=de&start=6&zoom=1&um=1&itbs=1&tbnid=QEOaQUE62UDZWM:&tbnh=90&tbnw=133&prev=/images?q=duchamp%2Burinal%26um%3D1%26hl%3Dde%26sa%3DN%26tbn%3Disch%1&ei=ny7IRKt4n4XaLpAh-CA
Not so much the *truth of the things* is the matter here.

The meaning of the artwork moreover *invades* and even *intervenes* in a common discourse and semantic field that is connected to a specific site: Usually something *counts as* truth, like a building that counts as a museum. However, the ready-made of Marcel Duchamp “Fountain” resignifies the space and thus puts it at stake: What is a museum? Is it a hardware store, a construction site, a…?
Robert Smithson (Holt 1971):
Site is a certain place. One can visit an artwork as a Site. A Non-Site, like a book, a photograph, a thought, indicates a Site. The Non-Site is the interpretation of a Site. It is the result of displacement, a removal of something to another location that implies the conservation of the meaning of the original Site. There is a dialectic tension between a Site and a Non-Site.
By the notion “resignifying something” one can describe all learning.
Art Walk within the English Language Lab (ELL) at Ringsbergskolan/Sweden to develop familiarity with English as a foreign language.
ELL applies two didactical approaches:

(1) The horizontal mediation (Örtegren & Marner 2003) concerns the exploration how different meanings interact with each other.

(2) A Site, scattered information, a place you can visit, experience, travel-to; a Non-Site is an abstract work about contained information.
Art Walk
Firstly, a short course about phonetics is conducted. The aim is to get the students to understand that the phonetic symbols represent sounds and not letters; in a wider sense, they learn that there are different symbol systems of written language.
From the pedagogical and didactic point of view, the society outside the classroom is regarded as a vivant and instructive resource for education, or as a library home (cp. Benjamin 1968).