Abstract

This article is part of a process developed over two years with the Master’s Degree work named "Motor functions: a tension between the hidden and the obvious in teaching" Objective: to reveal the meaning motor functions have as knowledge for teaching; this article describes the relationship of the category "Contributions of motor functions to teaching." Methodology: the methodology was supported by the hermeneutic approach; the type of research was complemented between the so-called qualitative case study and reflexive ethnography. Results: The results reveal that motor functions are complemented by material elements as well as how anecdotes are an option of motor functions in teaching, in the classroom, and in an acting stage. Conclusions there is a dualism about the teacher who has been educated from the academic viewpoint before his social, cultural and familiar education which makes it possible for him to use other ways to see, live, and create the classroom and its contents.

Keywords

Motor functions, teachers education, stage-classroom, teaching, stories, acting