



Research Article

# Expanding Horizons: The Body Dimension as an Expressive and Interactive Medium in Initial Teacher Training

**Ampliando Horizontes: La Dimensión Corporal como Medio Expresivo e Interactivo en la Formación Docente Inicial**

**Expandindo Horizontes: A Dimensão Corporal como Meio Expresivo e Interativo na Formação Inicial de Professores**

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## ABSTRACT

This study addresses the current challenges of university education, focusing especially on initial teacher training, highlighting corporeality as a human dimension that enables the expression of the subjective, existential, and relational dimension for both teachers and students. The main objective is to identify common patterns of expression and interaction from the bodily dimension and its link with initial teacher training. A mixed-method approach was used, with a qualitative predominance from a phenomenological-hermeneutic perspective. To analyze the responses, 238 students from three majors at the PUC Faculty of Education participated. They experienced three practical workshops focused on experiential learning and reflection through peer-to-peer simulation exercises. Self-administered questionnaires were applied at the beginning and end of the experience, and the analysis was both descriptive and interpretive, highlighting responses and narratives. The main results underscore the importance of students reflecting on corporeality in initial teacher training, valuing the pedagogical relationship as a space of presence and dialogue that shapes the educational experience. This is seen as an area of innovation in teaching and comprehensive training, highlighting the creation of more inclusive spaces that promote diversity and learning for well-being. In conclusion, corporeality/expression emerges as an integral dimension that influences the pedagogical process through the interactions between teacher, students, teaching resources, and the learning environment, impacting professionals across all levels within the educational institution.

**Keywords:** Initial teacher training; Corporeality; Teaching practice; Learning; Higher education.

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## RESUMEN

Este estudio aborda los desafíos actuales de la educación universitaria, centrándose especialmente en la formación inicial docente y resaltando la corporeidad como una dimensión humana que posibilita la expresión de las dimensiones subjetiva, existencial y relacional, tanto para profesores como para estudiantes. El objetivo principal es identificar patrones comunes de expresión e interacción desde la dimensión corporal y su vínculo con la formación inicial docente. Se empleó un método mixto, con predominancia cualitativa desde un enfoque fenomenológico-hermenéutico. Para el análisis de las respuestas, participaron 238 estudiantes de tres carreras de la Facultad de Educación de la Pontificia Universidad Católica (PUC), quienes vivenciaron tres talleres prácticos enfocados en la experiencia y la reflexión mediante ejercicios de simulación entre pares. Se aplicaron cuestionarios autoadministrados al inicio y al final de la experiencia, y el análisis fue descriptivo e interpretativo, resaltando respuestas y relatos. Los principales resultados subrayan la importancia de que los estudiantes reflexionen sobre la corporeidad en la formación inicial docente, valorando la relación pedagógica como un espacio de presencia y diálogo que configura la experiencia educativa. Esto se percibe como un ámbito de innovación en la docencia y la formación integral, destacando la creación de espacios más inclusivos que fomenten la diversidad y el aprendizaje en bienestar. En conclusión, la corporeidad y la expresión se revelan como una dimensión integral que influye en el proceso pedagógico mediante las interacciones entre docentes, estudiantes, recursos didácticos y el entorno de aprendizaje, impactando transversalmente en todos los niveles y profesionales que trabajan en la institución educativa.

**Palabras clave:** Formación inicial docente; Corporeidad; Práctica docente; Aprendizaje; Enseñanza superior.

## RESUMO

Este estudo aborda os desafios atuais da educação universitária, com foco especial na formação inicial de professores, destacando a corporeidade como uma dimensão humana que possibilita a expressão da dimensão subjetiva, existencial e relacional tanto para professores quanto para alunos. O objetivo principal é identificar padrões comuns de expressão e interação a partir da dimensão corporal e sua ligação com a formação inicial de professores. Utilizou-se um método misto com predominância qualitativa, a partir de uma abordagem fenomenológico-hermenêutica. Para análise das respostas, participaram 238 estudantes de três cursos da Faculdade de Educação da PUC, que vivenciaram três oficinas práticas focadas na vivência e reflexão em exercícios de simulação peer-to-peer. Questionários autoaplicáveis foram utilizados no início e no final da experiência, e a análise foi descritiva e interpretativa, destacando respostas e narrativas. Os principais resultados destacam a importância de os alunos refletirem sobre a corporeidade na formação inicial de professores, valorizando a relação pedagógica como um espaço de presença e diálogo que configura a experiência educativa. Esta é percebida como uma área de inovação no ensino e na formação integral, destacando-se a criação de espaços mais inclusivos que promovam a diversidade e a aprendizagem para o bem-estar. Conclui-se que a corporeidade/expressão se revela como uma dimensão integral que influencia o processo pedagógico através das interações entre professores, alunos, recursos didáticos e o ambiente de aprendizagem, impactando transversalmente todos os níveis e profissionais que atuam na instituição de ensino.

**Palavras chave:** Formação inicial de professores; Corporalidade; Prática docente; Aprendizagem; Ensino superior.

## INTRODUCTION

This work adopts a critical-reflexive stance with the aim of exploring the approaches present in Initial Teacher Training (ITT), highlighting the reflection oriented towards the search for meaning, and emphasizing the importance of the training process, not only in the relationship between theory and practice, but also from an integral vision of the process and people (Korthagen, 2016). The analysis focuses on the corporeal dimension, traditionally associated with practices such as dance, theater, physical education or health. However, numerous studies from sociology, anthropology and, more recently, neuroscience, invite us to reconsider how the body is present in the educational field (Arévalo et al., 2016; Pastore & Pentassuglia, 2015; Prados Megías, 2019).

Starting from the premise that our human condition is corporal (Le Breton, 2005; López, 2020), it is imperative to recognize that, in the dialogical relationship between teacher and student, corporeality is a central element, constantly interacting with oneself, with others and with the environment. Historically, attention to the body in education has focused on the corporeality of children and young people, as a means to promote an active and healthy life, integral development and, in some cases, as a mediator for the construction of knowledge (Ministry of Education of Chile, 2019).

When considering the teacher and his corporeality, challenges arise that question the ITT (Ayala et al., 2015; Martínez, 2013; Tenti, 2010), especially when observing that the corporal dimension does not occupy a prominent place within the competencies defined for training. Thus, a question arises: How can we create and foster spaces for future teachers to become aware of their own corporeality? And, based on this understanding, how can they establish better interactions with their students and more inclusive classrooms?

IDT is conceived as a complex educational phenomenon, with the potential to generate identity and belonging, but it also faces resistance to change (Acuña Ruz et al., 2023; Iglesias-Díaz & Romero-Pérez, 2021; Vaquero & Macazaga, 2018). In the last two decades, at a national level, the development of this topic has been observed by some authors (Castro Rubilar, 2017; González Sanzana & Garay Aguilar, 2020) and particularly in Physical Education Pedagogy (Castillo-Retamal et al., 2020; Obregón et al., 2015) and Early Childhood Education Pedagogy (Espinosa Vásquez, 2016), as initiatives to implement educational actions aimed at improving it. However, the expected achievements in terms of the impact of the training process have not been achieved (Bastías-Bastías & Iturra-Herrera, 2022). It is crucial to overcome technical-reductionist approaches and adopt a complex vision that integrates and highlights socio-emotional skills as key dimensions of the training process (Bächler et al., 2020; Sánchez, 2019).

In this context, the training model of the Faculty of Education of the Pontifical Catholic University of Chile is not only focused on the learning of disciplinary, pedagogical and value-based knowledge, but also on a deep and reflective analysis of practices, the understanding of educational environments and mediation in said environments as agents of change (Pontificia Universidad Católica de Chile, Acuerdo de Desempeño, PUC1201, 2013). However, it is necessary to move forward in strengthening the model, incorporating the expressive-corporal dimension to develop complex capacities that favor the well-being of all members of the educational community.

The participation of students from a conscious being in their training process (Rodríguez et al., 2015; Korthagen, 2016) is crucial to lead their present and future, as well as to understand the students under their charge. The incorporation of strategies that address the corporeal dimension in some courses would have a positive impact on learning and initial teacher training (Rodríguez & Pina, 2018), by making students aware of their own corporeality, encouraging reflective processes about their teaching practice and improving interactions with their students, which would contribute to the perception of well-being.

The teacher's being-existence goes beyond being a transmitter of ideas and content; it implies "inhabiting" the educational space and being "in relationship" with students, being aware of the role they play in the transmission of a symbolic order rooted in culture and society. This awareness enables the introduction of new forms of relationship and organization in the school space (Gastulo & Cervera, 2017; Martínez-Álvarez & González-Calvo, 2016), allowing the emergence of a new corporeality that is dynamic and transformative of social praxis (Restrepo, 2014). This change contributes to the construction of more inclusive classrooms, where the presence of the teacher is not only limited to transmitting knowledge, but also encourages active and committed participation of students in their educational process.

In this way, ITT should focus on the development of essential skills and competencies that every educator needs to mobilize and foster their students' interest in learning. These qualities and skills must extend beyond disciplinary and pedagogical aspects (Tenti, 2010), including capacities related to expression, knowledge, imagination and communication (Ayala et al., 2015; Cárdenas et al., 2018). Given this scenario, the Standards for Initial Teacher Training in Chile, in terms of pedagogical knowledge, are linked to the Framework for Good Teaching, which indicates in its Domain B the creation of environments conducive to learning. This implies that teachers create inclusive environments, where students develop personal and social skills, achieving a more comprehensive development (Center for Improvement, Experimentation and Pedagogical Research [CPEIP], 2021b). In this way, understanding learning environments from a relational perspective, considering the pedagogical interactions that occur in the classroom, makes the relevance of the bodily dimension visible.

### *Body dimension*

This dimension is understood as the experience of the lived body or corporeality, which allows us to consider motor skills as an intentionality that unfolds as a non-verbal discursive interpretation (Jaramillo & Murcia, 2014; Toro-Arévalo, 2010). It is recognized that we are expression and affectation in our relationships with other people and the environment, which generates embodied learning.

It acquires fundamental importance in the interaction that considers the "body" and its representative image (Ramón, 2019), occupying a prominent place in the process of mediation of human experience. Without denying individuality, it is enriched in the same educational action. That is, by becoming aware of one's own body (Pallarès et al., 2016), in a mediation environment, the learning of all students is strengthened, in a space and time defined by the context and school culture. As Damásio (2016) points out, by having a greater awareness of our body image, we develop a greater awareness of common patterns and ways of thinking.

From its expressive-reflective dimension, on the meaning of the expression of learning, its ontology and epistemology stand out, considering body expression as a significant commitment that delves into the most natural sense of human expressiveness. This is presented as a path towards body awareness, self-knowledge and educational transformation (Moreno et al., 2013; Prados Megías, 2019).

### *Learning environments*

Authentic pedagogical mediation environments are built from the subjects' own representations, where learning processes are created and developed. Corporeality and its representations, conscious or not, play a performative role in conditioning learning, interactions between different actors and the classroom environment (Ramón, 2019; Spears, 2019). The classroom climate, focused from the perspective of the Ministry of Education (Ainscow & Booth, 2015), has been highlighted, emphasizing the importance of the collective emotional climate, particularly that of teachers, as a determinant for a positive environment in classrooms and, ultimately, for the achievement of learning objectives.

In the context of inclusive education, socio-affective skills become relevant, especially in the area of personal development and coexistence. One of these competencies is the subject of Civic and Ethical Education, which addresses three axes, including the integral formation of the person (Montes & Torres, 2015).

When we talk about educational quality, it is essential to approach it from an epistemological perspective that places integrality at the center, attending to all dimensions of the human, in search of an equitable and inclusive social development, avoiding any discrimination or segregation. This approach aims to form autonomous, reflective and critical citizens. In this sense, quality learning emphasizes the active participation of the student, since true learning implies a significant activity on the part of the learner. Quality is manifested both in the quantity and quality of the activities, promoting intense, integrative and critical experiences, which lead to more solid learning (Paricio et al., 2019).

Currently, learning processes from the bodily dimension are not sufficiently addressed in our country, which is innovative in the field of Initial Teacher Training (ITT). As mentioned, the bodily dimension in education has traditionally been thought of for children and young people, and not necessarily as a competence to be integrated into teacher training (Andrews, 2016; Montes & Torres, 2015; Pastore & Pentassuglia, 2015; Prados Megías, 2019), which establishes distinctions and seeks meeting spaces with traditional methodologies. In this context, the present work aims to identify common patterns of expression and interaction from the bodily dimension and its link with initial teacher training. The proposal seeks to fill an existing gap in the incorporation of the bodily dimension in initial teacher training, contributing to the innovation and enrichment of educational practices from a more comprehensive perspective.

## **METHODS**

The work was approached from a mixed perspective (Ortega-Sánchez, 2023), with a qualitative predominance, recognizing the meaning and relevance of this method in socio-educational studies

(Piña Osorio, 2018). The quantitative contributions consisted of the presentation of a statistical descriptive context of frequency, and a phenomenological-hermeneutic approach was used to understand the educational phenomenon in its naturalness, search for meaning and generate interpretations from the stories (Fuster Guillén, 2019).

### *Participants*

The study population consisted of first-year students of three courses at the Faculty of Education of the Pontifical Catholic University of Chile: Pedagogy in Physical Education and Health (PPEH), Pedagogy in Early Childhood Education (PECE) and Pedagogy in Special Education (PES), generating a total of 238 students. The selected sample was intentional, non-random, and included 187 students in the initial questionnaire (IQ) (PPEH = 68; PECE = 104; PES = 15) and 130 students in the final questionnaire (FQ) (PPEH = 53; PECE = 59; PES = 15). The inclusion criteria were: a) Being first-year students; b) Being enrolled in the subject linked to the study and, exclusively for the analysis of the FQ, having attended the three workshops planned for the course.

### *Techniques and instruments*

The self-administered survey was chosen as a technique to gather prior knowledge and perceptions, using the Google Forms platform. Subsequently, three workshops were held per degree program, with an emphasis on experience and reflection, in which the following were addressed: 1) Corporeality, space and time as dimensions that interact in the classroom; 2) The various forms of expression and interaction from corporality; 3) The teacher-student bond for the development of more inclusive classrooms. Finally, another self-administered survey was concluded (Denzin & Lincoln, 2015). The instrument implemented was the questionnaire, which initially included 4 socio demographic questions (ID, age, sex and degree program) and 8 development questions (see Table 1), and at the end included 4 socio demographic questions (ID, age, sex and degree program) and 5 development questions (see Table 2). Both instruments were validated by expert judgment and subjected to a prior pilot test (Herrera Masó et al., 2022).

**Table 1.**

#### *Initial questionnaire questions.*

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1. Do you think it is important to live dynamic, interactive and expressive experiences in the learning process? Why?
  2. Do you think it is important to consider space (personal and/or group) in learning? Why?
  3. What educational spaces allow more spontaneity, expression and interaction to achieve learning?
  4. What other spaces and/or activities do you think favored expression and interaction?
  5. Do you think that the temporal dimension is important in learning? Why?
  6. Do you think the relationship between the above-mentioned dimensions and the learning process is important?
  7. Do you think that expressive and interactive activities promote the development of more inclusive spaces?
  8. What is your opinion regarding incorporating learning experiences from embodiment into initial teacher training?
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**Table 2.**

#### *Final questionnaire questions.*

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1. Do you think it is important to develop knowledge related to the corporal dimension in initial teacher training?
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2. Do you consider that the development of self-perception in initial teacher training is a strategy that should be incorporated into pedagogical practices?
  3. Do you think that developing a greater awareness of space and time management in the classroom allows for a new meaning to interactions and learning?
  4. Do you think that by integrating the corporal dimension into pedagogical practice, the dialogical relationship between teacher and student is favored to strengthen learning?
  5. Taking into account the corporal dimension in initial teacher training, what strategies would you incorporate in your pedagogical practices for the development of more inclusive classrooms?
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### *Ethical standards*

The work maintained ethical care in relation to the identity of the participants, generating codes based on the technique and the moment of participation. The principles of the Declaration of Helsinki (World Medical Association, 1997) and its subsequent updates were observed. All participants were previously informed about the objectives of the study, accepting the terms and signing an informed consent document.

### *Analysis*

The results initially went through a reduction and organization phase, followed by content analysis through coding, which was structured in a matrix (see Tables 1 and 2). The analysis was deductively guided by the pre-established objectives and dimensions, giving way to an inductive phase that allowed the creation of primary and secondary categories (Vives Varela & Hamui Sutton, 2021). The category system developed met the following criteria: a) being organized into singular "concepts"; b) establishing a unit of meaning in the text; c) being exhaustive and mutually exclusive; d) respecting the information in its context (Bautista Cárdenas, 2021).

This entire process was carried out manually by the team, with the assistance of the Excel program. This allowed the selected fragments to be grouped according to the previous and emerging categories.

## **RESULTS**

Regarding the questionnaires applied at the beginning and at the end, the achievement of the proposed objective was evidenced, allowing the identification of common patterns of expression and interaction from the corporal dimension and its link with teaching practice. The main findings were the following:

### *Initial questionnaire*

It was answered by a total of 187 students. Of the responses analyzed, 68 corresponded to PPEH students; 104 to PECE; and 15 to PES. As a first category of analysis, the subjective assessment of the importance of expression and interaction in learning was investigated, which included the following emerging categories: Facilitate the acquisition of knowledge; Contribute to the formation of social skills; Develop self-esteem and self-perception; and Entertaining and playful learning. (Table 3)

**Table 3.**  
*Data reduction matrix of the input questionnaire.*

Main Category	Primary Category	Emerging secondary category
Common patterns of expression and interaction from the bodily dimension and their link to initial teacher training	Importance of expression and interaction in learning	Facilitate the acquisition of knowledge
		Contribute to the development of social skills
		Develop self-esteem and self-perception
	Importance of space in educational interactions	Fun and playful learning
		Personal space as group space in the learning process
		Interrelation of both learning spaces

*Note. The paper delves into the categories that characterize expression and interactions, such as personal and collective space, which are key elements for understanding the relevance of expression and interactions in ITT.*

In general, the trend in responses indicated that the vast majority value and consider both expression and interaction important in learning, as they facilitate the acquisition of knowledge and contribute to the development of social skills essential for learning. One student commented:

"Boys and girls are formed through dynamic, interactive and expressive experiences. It is very important that they interact with society and express their feelings" [Woman, 18 years old, PECE student].

In particular, a small group of students argued that expression and interaction help develop self-esteem and self-perception. Some students highlighted the importance of expression and interaction in their own training, pointing out that dynamic experiences of expression and interaction strengthen their learning as future teachers: "It is a type of development that we must experience in our teacher training"; "It allows future teachers to teach better"; and "We have to have experiences [of expression and interaction] in classrooms, first monitored, to learn and put into practice the knowledge previously acquired."

Finally, another considerable trend in this topic was the argument that dynamic experiences of expression and interaction make learning "more entertaining" and "playful." This motivates children to learn while having fun. Some points of view on the integral development of the human being through expression and interaction were also highlighted:

"I believe that human beings not only learn by reading and/or practicing, but also by interacting. Interactions that involve dynamism and are expressive leave a mark by involving the person in another way. They become immersed in learning by being part of it and feeling it" [Woman, 20 years old, PECE student].

In a second category of analysis, the subjective assessment of the importance of space in educational interactions was addressed. Students were asked about the relevance of both personal



and group space in the learning process. Most of them recognized the importance of the role of spatiality in education, stating that it is a key factor within the learning process:

"By promoting personal space, emotional well-being and autonomy in learning are generated, and by promoting group space, instances of mutual respect can be generated and creativity and collaboration can be developed" [Woman, 19 years old, PECE student].

Another student acknowledged the importance of considering the differences between personal and group spaces in learning:

"There will be people who really enjoy being in a large group and others who will feel better in something more limited. Sometimes you have to do activities in personal spaces to realize what you still have to learn" [Man, 19 years old, EFS student].

Finally, the predominant view among students of Pedagogy in Special Education was highlighted, who were emphatic in that both types of spaces are important. They stressed that the development of both spaces is interconnected, one cannot exist without the other, and that the differences between each student must be considered and recognized, according to their specific reality:

"Each person behaves differently depending on the group they are in, they adapt. It is important, then, to know ourselves from an early age in order to know who we fit in best with and to know the times when we would prefer to work individually" [Woman, 18 years old, PES student].

### *Final questionnaire*

This questionnaire was answered by a total of 130 students, of which 56 belonged to EFS, 59 to PECE and 15 to PES. In terms of age, the average age of the participants was 19.34 years, a slightly higher average than in the initial questionnaire. A variable defined as a "control variable" in the final questionnaire was the number of workshops in which they participated, with a participation rate of 73.08%. Table 4 presents the categories corresponding to this second moment.

**Table 4.**  
*Data reduction matrix of the final questionnaire.*

Main Category	Primary Category	Emerging secondary category
Common patterns of expression and interaction from the bodily dimension and their link to initial teacher training	Importance of body dimension development in ITT	Complement in body and verbal language
		Self-knowledge
		Generate bond
		Facilitates comprehensive development

*Note: The final questionnaire highlights the importance of self-knowledge in the development of the bodily dimension in ITT, as a common pattern in educational expression and interactions.*

The first category of analysis of the questionnaire was based on the students' subjective assessment of the importance of developing the body dimension in their training. Almost all students recognized

the importance of developing knowledge related to the body dimension in their training as teachers, referring to reasons such as the complement between different types of language, self-knowledge, the creation of links and integrality.

In relation to the complement of forms of expression, both body language and verbal language were valued when sharing knowledge by the teacher:

"Body language is a complement to verbal language and should be a great ally when teaching" [Female, 20 years old, PES student, attended 2 workshops].

Self-awareness was recognized as an instance of tension that allows us to validate and manage emotions and moods, with an impact on personal and professional growth that enables more effective educational experiences by energizing the class and the school day. In addition, the impact generated by becoming aware of the present and the local and global context was valued:

"It helps us to be aware of ourselves and thus regulate our emotions, both physical and cognitive" [Female, 21 years old, PECE student, attended 2 workshops].

"Knowing our body allows us to identify and regulate our own emotions, stress and energy, which in turn influences our ability to relate effectively with students or toddlers" [Female, 18 years old, EFS student, attended 2 workshops].

"It allows us to be aware of ourselves and what our students need, as it allows us to understand their need to move, due to the long hours they spend sitting in their school day" [Female, 23 years old, EFS student, attended 3 workshops].

"I find it to be a very important and essential part of teacher training. Physical education already works with this area, but it is also very important to incorporate it in all possible subjects so that students can discover and get to know themselves, and thus be able to better integrate into their environment and the world in which they live" [Female, 19 years old, EFS student, attended 2 workshops].

All of this was based on the value of generating links from the bodily dimension, integrating this not only as content, but as a way of living the teaching-learning experience:

"By participating in these activities [the workshops], I realized that it is important to develop knowledge linked to this dimension, since it allows us to connect in a good way with the students" [Man, 18 years old, EFS student, attended 3 workshops].

As a central element of Initial Teacher Training (ITT), a comprehensive approach was presented that makes the educational experience more complex:

"It is important to develop knowledge related to the corporal dimension in initial teacher training. In this way, a comprehensive education, different learning styles, inclusion, etc. are reinforced." [Male, 18 years old, EFS student, attended 3 workshops].

"It promotes an educational approach focused on children that is comprehensive" [Female, 19 years old, PECE student, attended 3 workshops].

"In this way, we can develop a more comprehensive education, in which students are considered as complete beings and not just as receivers of information" [Male, 19 years old, EFS student, attended 3 workshops].

## DISCUSSION

The main findings of this study highlight the importance of expression, interactions, and space in the learning process, where embodiment emerges as a key element in the formative experience of future teachers.

In the context of the relevance of expression and interaction in learning, what was presented by Prados Megías (2019) about their natural role in personal growth and relationships is supported, becoming fundamental elements for educational transformation. It is highlighted that the achievement of new knowledge is facilitated from a comprehensive approach, since it allows students both interoceptive and proprioceptive experiences, thus complementing traditional teaching strategies (Hernando et al., 2011; López, 2020; Espinar Álava & Viguera Moreno, 2020). Furthermore, the incorporation and development of social skills and their direct relationship with the processes of self-knowledge and emotional regulation are emphasized (Manrique-Jaramillo & Díaz-Pereira, 2022), with the aim of training civically committed professionals capable of promoting social well-being in their classrooms and communities (Prados Megías, 2019; Restrepo, 2014; Al-Balá Genol & Maldonado Rico, 2022).

As an emerging category, the importance of a playful approach to educational experiences is highlighted, highlighting their flexibility to facilitate embodied learning through created moments, situations and sensations (Han, 2018; Danish et al., 2020). This approach allows for mediation, sharing and full expression (Huizinga, 2014), generating a free space of being (Caillois, 2017; Iglesias-Díaz & Romero-Pérez, 2021). Additionally, the importance of spaces in educational interactions is recognized, valuing the differences and complementarities that arise in the personal and group spheres during the learning process (Campino et al., 2017; Cárdenas et al., 2018).

Regarding the importance of the development of corporeality in ITT, the forms of expression are highlighted from a complementary perspective, integrating body and verbal language. This becomes an embodied experience, mainly non-verbal, from an unfolding intentionality (Martínez-Álvarez, 2013; Toro-Arévalo, 2010). In the understanding that we are beings that express and affect ourselves in the relationship with others and with the environment (Llorens Gómez & Díaz Olaya, 2019; Jaramillo & Murcia, 2014), the need to integrate self-knowledge activities as key instances that challenge students is recognized, allowing them to validate and manage their emotions and moods. This impacts their personal and professional growth, from an individual and collective perspective. This demand responds to the need to integrate training experiences related to the socio-affective dimension, allowing personal development and coexistence (Iglesias-Díaz & Romero-Pérez, 2021; Montes & Torres, 2015), overcoming technical and reductionist views in initial training (Bächler et al., 2020).

The importance of generating links from the bodily dimension is highlighted, not only as a way of sharing content, but as a way of living the teaching-learning experience, from an honest relationship

of acceptance in the intersubjective encounter (Martínez-Álvarez, 2013). The teacher deploys himself from a full presence in relation to his students, recognizing the possibilities and limitations that his corporeality has (Campino et al., 2017), which enables the emergence of new ways of relating (Cárdenas et al., 2018; Restrepo, 2014). All this from a comprehensive vision that complexifies and integrates the human, contextual and social dimensions in the formative process (Korthagen, 2016).

This approach is aligned with current standards for teaching careers, responding reflexively to the demands for innovation in higher education and the quality of learning (CPEIP, 2021a). These standards seek the comprehensive development of students, through the experience of sharing values, knowledge, and skills (General Education Law, Art. 2). In addition, they are aligned with 21st century skills and the Framework for Good Teaching (domains B and C), promoting the training of future teachers with learning that projects coherent, effective, and equitable teaching skills into their early, professional, and future practices (CPEIP, 2021b; Reimers & Chung, 2016).

## CONCLUSION

The corporality/expression itself is understood as a variable that affects the pedagogical process based on the interactions between teachers, students, teaching resources and learning environments, representing a paradigm shift in educational research. This approach allows the corporeal dimension to be placed as a central axis in these interactions. The impact of this proposal lies in this change of focus, where the student (future teacher) integrates this axis within his reflection on pedagogical practices, paying attention to and overcoming the notion of body, understanding and committing to his actions and expressions, and assuming the impact and incidence they have on the teaching exercise. Being a personal-collective experience, and paying attention to the relationships that are established from there, the focus is on the student as such, and not on a specific area of knowledge, thus contributing to initial teacher training from a comprehensive perspective.

The strengths of this work focus on highlighting corporeality as a theoretically recognized dimension, but little addressed in the learning experiences of the ITT, recognizing its active and integral role in achieving learning that transcends obtaining a final grade, impacting the meaning that sustains educational practice. As a weakness, the low participation in the second questionnaire is recognized. The results project the continuation of the research to delve deeper into the formative impacts and challenges to integrate this type of educational experiences in subjects and/or careers where the presentation of master classes predominates, favoring the inclusion of more active and comprehensive educational experiences in higher education.

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