

# Learning, brain and movement:

A dialogue between  
leading scientists and  
Feldenkrais teachers

For Feldenkrais teachers  
and other interested scientists,  
movement teachers and therapists

**DECEMBRE 12** (2 PM) to **15** (6 PM)  
exclusively in English

**CERCLE REPUBLICAIN**  
5, Avenue de l'Opéra  
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**ORGANIZATION COMMITTEE**  
Sabine Pfeffer, Roger Russel,  
Carl Ginsburg  
and Annette Orphal

**Moshe Feldenkrais** developed a practical approach to improve human functioning, which has its foundation in a profound insight in learning processes. He understood that the human capacity of lifelong learning has its deep roots in kinesthetic sensation, that means the possibility to experience differentiated sensations of oneself in moving. By drawing attention to these sensations, he opened a way to work on self-organization via sensory awareness. Feldenkrais' thinking was influenced by his own experience of martial arts, but also drew from different scientific fields including neurophysiology, physics, developmental psychology, movement science, cybernetics, systems theory and biomechanics.

This was in the 1960-1970's, when many of today's Feldenkrais teachers and trainers began to learn with him. Since then, sciences have evolved, and so did our Feldenkrais practice. 18 years after Moshe passed away, we feel the need to come together, in order to question our own dialogue with sciences today:

TO WHICH EXTEND CAN SCIENCE CONTRIBUTE TO OUR UNDERSTANDING AND PRACTICE OF THE FELDENKRAIS METHOD?

WHICH SCIENTIFIC RESEARCH METHODS AND THEORETICAL MODELS CAN HELP US CAPTURE THE COMPLEXITY OF THE LEARNING PHENOMENA, WHICH ARE EVOKED AND EXPERIENCED IN FELDENKRAIS LESSONS?

HOW DOES THE PROCESS OF LEARNING TO SENSE OURSELVES AND MOVE EASIER CONTRIBUTE TO HUMAN DEVELOPMENT AND SCIENCE ITSELF?

If you are interested in these questions, come and participate in this special meeting with some of the most creative scientists in the fields of human development and movement science, as well as some of the most experienced Feldenkrais teachers in the world.

Together we will look for the common ground between the Feldenkrais Method and science.

**PROF. ALAIN BERTHOZ**, Collège de France and Centre National de la Recherche Scientifique (CNRS), Paris, France. Professor Berthoz has conducted research concerning the neurological processes involved in balance and kinesthetic sensation for more than 30 years. His book entitled *THE BRAIN'S SENSE OF MOVEMENT*, including chapters such as: *The Sense of Movement: A sixth sense? Natural Movement, Balance, Synergies and Strategies, and Building Coherence*, promises insight into some of our questions.

**PROF. BLANDINE BRIL**, Faculty for Social Science at the University of Paris. She has been involved in research in different parts of the world regarding the effects of cultural context in learning and development. She has also done extensive research about infants learning to walk. This would be very interesting to look at in relation to the challenges we encounter when we are helping someone to learn to walk more effectively. Putting these themes together would be interesting to look at what are the cross-cultural themes in the developmental processes that lead to walking.

**DR. CARL GINSBURG**, worldwide Feldenkrais Trainer and Educational Director. For more than 25 years, he has from a practical perspective been working with the relations between movement, sensation, perception and cognition.

**DR. LARRY GOLDFARB**, is an kinesiologist and Feldenkrais trainer. Through his writings and recorded materials, Larry is known for his ability to articulate the systemic basis of the Feldenkrais Method. He directs professional training programs the world over and is the founder of *MIND IN MOTION*, a center for the moving arts and sciences, in Santa Cruz, California.

**PROF. KARL NEWELL**, Chairman of the Department of Kinesiology, Pennsylvania State University, USA. He has described different types of information that can be communicated in instructions for how to move. These are: what to do, what to attend to in order to recognize success, and finally what sensation can we attend to in order to recognize the process of learning and discovery itself, which he calls transition information. In other words what it feels like to be able to learn with ease. Feldenkrais lessons are full of opportunities to discover transition information, which we call learning to learn.

**PROF. KLAUS SCHNEIDER**, Department of Biomechanics and Movement Science, Sport Institute of the Federal Military University Munich, Germany. Dr. Schneider has done research in the movement laboratory with Roger Russell and Carl Ginsburg concerning the outcomes of Feldenkrais lessons. In this work we encountered the limitations of movement research methods for capturing the complex changes that are evoked in a Feldenkrais lesson.

**PROF. JAMES STEPHENS**, Feldenkrais teacher and Professor for Physical Therapy at Temple University in Philadelphia, USA. As the chairman of the research committee of the North American Feldenkrais Guild he has supported work about the outcomes of Feldenkrais lessons utilizing both quantitative and qualitative research methods.

**PROF. ESTHER THELEN**, Department of Psychology, Indiana University, Bloomington, USA. Her work in infant development, based on dynamic systems theory has led to a revolution in the understanding of sensory-motor learning and development in infancy. As a participant in an ongoing Feldenkrais training program she has a unique perspective about some of the issues that need to be addressed if we want to bring science and Feldenkrais together in a productive synergy.

**PROF. BEATRIX VEREIJEN**, Department of Movement Science, Trondheim University, Norway. In her Ph.D. dissertation she describes discovery learning in these words: "There exists a third party who, thinks out the progression of problems which the trainee is required to solve and relates this progression to the capacity of the trainee that ensures that learning is based on intrinsic rather than extrinsic factors."

**FELDENKRAIS TRAINERS PARTICIPATING** will at least include: Carl Ginsburg, PhD, Larry Goldfarb, PhD, Roger Russell MA, Sabine Pfeffer, Myriam Pfeffer and Paul Newton.



**THUR. 12 AFTERNOON:**

**DR. CARL GINSBURG:** *First person experiments: what the work of Moshe Feldenkrais can contribute to a science of movement perception and thinking.*

**PROF. KARL NEWELL:** *From learning to move to learning to learn: the role of information in motor learning and development.*

**FRI. 13 MORNING:**

**PROF. ESTHER THELEN:** *Developmental process across domains: dynamic systems and the Feldenkrais Method.*

**PROF. BEATRIX VEREIJKEN:** *Discovery learning: a process of exploration and re-organization.*

**FRI. 13 AFTERNOON:**

**PROF. BLANDINE BRIL:** *Does watching infants learn to walk help us understand the learning processes involved when we help adults learn to walk easier?*

**PROF. KLAUS SCHNEIDER:** *What we see isn't what we measure: capturing and quantifying changing movement patterns.*

**SAT. 14 MORNING:**

**PROF. JAMES STEPHENS:** *Research on Feldenkrais Method to date: Problems, Issues and Needs.*

**DR. LARRY GOLDFARB:** *SUMMARY AND DISCUSSION*

**SAT. 14 AFTERNOON AND SUNDAY 15 :**

**PROF. ALAIN BERTHOZ:** *The Brain's Sense of Movement.*

**PRESENTATIONS WILL BE FOLLOWED BY A QUESTION AND ANSWER SESSION AMONG SCIENTISTS, FELDENKRAIS TEACHERS AND OTHER PARTICIPANTS.**

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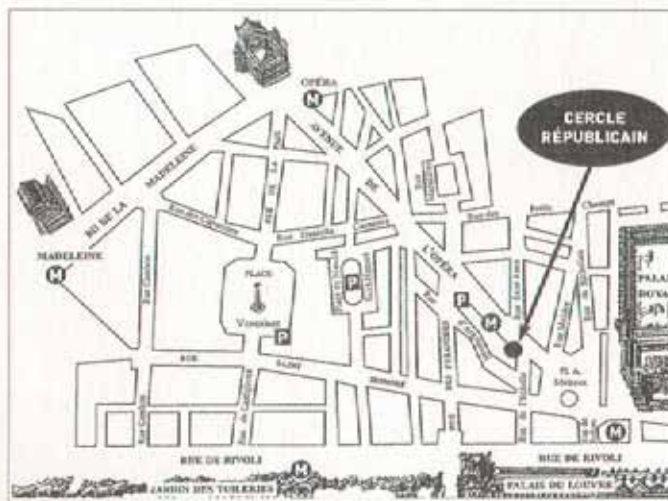
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