

## Amplifying the Other(s) —decentralizing the Normal

“I only realize that I have a different physical expression when I am being looked at from the outside.” (Remark, 2019, p. 274)

Knowledge is never neutral, but always entangled in power structures (Foucault, 2019). Although the idea of scientific objectivity and neutrality is still widely prevailing, there is broad consensus in international feminist, post-colonial and disability studies regarding the situatedness of knowledge: The question of who speaks, i.e., who has the opportunity to research, publish and teach, greatly influences the question of what is being researched, published or taught, and how. Depending on a researcher’s positionality, certain experiences and perspectives become less or more likely in the process of scientific knowledge production (Mohseni et al., 2018, p. 22; e. i. o.). In sports pedagogical research and especially when it comes to diversity, participation and physicality, the question becomes urgent who is involved in processes of knowledge production in what ways, and who is not. Perspectives of students, particularly of those who are marked as the Others in any way, continue to be tacitly marginalized in sports education research in German-speaking countries (Giese, 2019; Ruin & Meier, 2018).

The symposium follows the conference topic posing the question, whose knowledge is transferred “from practice to practice” (Meinberg, 1996). The contributions shed light on how the knowledge of Others can contribute to addressing diversity and enabling participation in Physical Education from several perspectives and on different levels: students and teachers, theory, curriculum and practice, national and international.

### Sources

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### Arbeitskreis

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