

## An Embodied SoTL Research Project for Student Agency through Choreographic Research

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In contrast to Western intellectual tradition, art-based research engages praxis—where dance choreography is a method—a way of investigating rather than object of study. Project-based learning through artistic practice is a means to understanding the self and the world (Siedell, 2009.) In this equity-minded SoTL project, I consider how creative research and embodied inquiry, through stories of resistance, create a sense of belonging, engagement, agency, and co-construction of knowledge of socio-cultural issues. Embodied subjectivity—where the body produces a sense of self as the vehicle through which one experiences the world—is implicated in education. My creative research and pedagogical practice aim to decolonize the western intellectual tradition, decenter the western ableist body in learning and making, and construct knowledge through art-making with a case study of marginalized communities. Collaborating with students, I center lived experiences to ground and articulate their consciousness of the world in which they engage.