Move2Learn

Impacts of embodiment research for exhibit design and science communication

What is Embodied Cognition?

- **Do** think of cognition (thinking) as a dynamic activity involving our bodies, others and the world around us
- **Don't** think of cognition (thinking) as something static stored in brain

Embodied Learning Indicators

- Speech
- Action
- Gesture
- Position
- Eye gaze

Adult–Child Interaction

- Explaining science ideas with words and/or gestures
- Highlighting exhibit features
- Providing encouragement

Why does it matter?

THE BODY MATTERS

- Sensory and motor experiences underpin thinking
- Gestures are used to simulate experiences and abstract ideas

LEARNING CHALLENGES/ INCLUSION

- Different entry points for learning
- Different resource for making meaning
- Different ways of conceptualizing

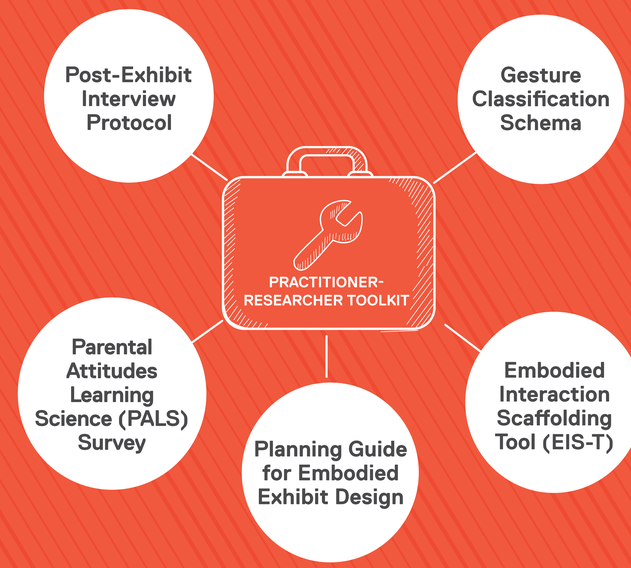
EMERGENT TECHNOLOGIES

- Can capture and respond to action/gesture
- New opportunities for designing exhibits that foster relevant actions

Striving to:

- Develop a practitioner/researcher interaction model that will strengthen collaborations.
- Understand the role of embodied interaction in young children's (ages 3-6) learning about science.
- Inform the intentional design of science exhibits and body-based communication.

Practitioner-Researcher Toolkit



Practitioner – Researcher Collaboration

UK Partners
Glasgow Science Centre
Science Museum, London
Learning Through Landscapes
University of Edinburgh
University College London

US Partners
Phillip and Patricia Frost Museum of Science, Miami
The Children's Museum of Indianapolis
Sciencenter, Ithaca
University of Illinois

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