



***Learning through the Mind, Body and
World: An Embodiment Perspective***

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Background Information and Overview for Presentation:

Embodied cognition theories have recently upstaged information-processing models that long guided educational theories about cognition. This shift opens the door for a major rethinking of the science of learning challenging the mind/body split that has long dominated Western thought. Common to most embodied cognition theories is the tenet that cognition involves a dynamic interplay of mind, body, and world. Considering the significant role our bodies play when we are making and interpreting art images, I propose that embodiment theories offer especially fertile ground to inform visual arts education theory and practice. I give examples of encounters in the arts that take advantage of the dynamic interplay of mind, body, and world in order to facilitate making sense of our world.

Questions to Ponder for Discussion during Presentation:

Do you find the embodied perspective plausible for explaining some experiences in the arts?

Why or Why not?

How do student-centered approach in art education relate to embodiment theory?

How might encounters with contemporary art forms support an embodiment perspective?

Bring more questions and comments to the discussion on March 7th 5 pm!

Look forward to talking with you about this increasingly important topic.