

## Dictionary of embodied cognition terminology

English Term	Danish Translation	Description/Explanation
<b>Embodiment</b>	Kropslighed	Embodiment is about the role of the body in shaping experience. The term highlights that our bodily sensations, movements, and actions shape how we perceive and engage with our environment. In short, we experience the world through our bodies.
<b>Embodied cognition</b>	Kropslig tænkning	Embodied cognition is about how the body influences thinking and learning. The term takes the idea of embodiment a step further by focusing specifically on how our thinking and cognitive processes (such as learning, problem-solving, and understanding) are influenced by our bodies. In short, cognition is not just something that happens in the brain but is deeply connected to the body's movements and interactions with the environment.
<b>Embodied learning</b>	Kropslig læring	Embodied learning focuses on how the body is involved in the process of learning. The term stems from embodied cognition research, and in educational science, embodied learning is often used interchangeably with embodied cognition, as both emphasise the role of the body in shaping how students grasp new concepts. In short, embodied learning is about how we use our bodies to help us understand and retain information.
<b>Physical sense of embodiment</b>	Det kognitive perspektiv på kropslighed	The physical sense of embodiment focuses on how our bodily experiences form the basis of our thinking and understanding. It highlights how concepts, even abstract ones, are often grounded in our physical actions and sensory experiences. In short, the body's physical interactions with the world help shape our understanding of abstract concepts.
<b>Phenomenological sense of embodiment</b>	Det personlige perspektiv på kropslighed	The phenomenological sense of embodiment refers to how we experience the world from a personal, first-person perspective. It emphasises how our individual bodily experiences - what we feel, see, or do - shape how we understand the world. In short, our body's personal experiences help form our scientific understanding.
<b>Ecological sense of embodiment</b>	Det omgivelsesorienterede perspektiv på kropslighed	The ecological sense of embodiment is about how our bodies interact with the environment around us. It suggests that our thinking and learning are shaped by the tools, materials, and surroundings we use. In short, our body and mind work together in response to the world around us, using external objects to help us think and learn.
<b>Interactionist sense of embodiment</b>	Det sociale perspektiv på kropslighed	The interactionist sense of embodiment highlights how learning and thinking happen through social interactions with other people. It shows that we understand the world not just through our own bodies, but also by interacting with others through actions, gestures, and communication. In short, we learn by working together and experiencing the world through others.
<b>Affordances</b>	Situationelt tilbud	Affordances refer to the possibilities for action that the environment offers. These are the opportunities or limitations that objects or situations provide based on how we can interact with them. In short, the environment gives us clues about how we can use our bodies to interact with the world.
<b>Kinaesthetic learning activities</b>	Kinaestetiske læringsaktiviteter	Kinaesthetic learning activities involve using physical movement and body coordination to help with learning. These activities focus on engaging the body through actions such as gestures, hands-on tasks, or physical demonstrations to better understand concepts. In short, by physically doing something, students can grasp ideas more effectively and make learning more engaging.
<b>Sensorimotor interaction</b>	Sensorimotorisk interaktion	Sensorimotor interaction describes how our thinking involves a combination of sensory input (what we see, hear, or feel) and physical actions. It emphasizes the close connection between sensing and acting in how we understand the world. In short, we learn by combining what we sense and what we do.
<b>Cognitive offloading</b>	Kognitiv aflastning	Cognitive offloading is about using external tools or resources to reduce the mental effort needed to complete a task. It refers to how we can use objects, like calculators or notes, to help us think or solve problems more easily. In short, we rely on the environment to make thinking easier.
<b>Cognitive load</b>	Kognitiv belastning	Cognitive load refers to the amount of mental effort required to think about or learn something. It emphasizes the limits of what we can hold in our working memory at one time. In short, reducing cognitive load makes it easier to understand and learn new things.
<b>Conceptual metaphor</b>	Begrebsmetafor	A conceptual metaphor is understanding an abstract idea through something more concrete and familiar. For example, energy is often metaphorically understood as a flowing substance grounded in bodily experience with liquids. In short, conceptual metaphors help us make sense of abstract concepts by relating them to bodily experiences.
<b>Congruence</b>	Kongruens	Congruence refers to the alignment or connection between the learned content and the embodied activity used to teach it, such as a metaphor, kinaesthetic activity, or sensorimotor experience. When an activity has "high congruence," the activity closely matches the learning content and helps support and enhance understanding. Congruence emphasises that movement or physical engagement alone is not enough for effective learning; the actions must be purposeful and meaningful. In short, congruence ensures that the physical activity directly supports the learning goals.

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