

## Special Issue

# Neurocognitive Foundations of Embodied Learning

### Message from the Guest Editor

Grounded learning emphasizes concrete experiences, contexts, and sensory engagement, from problem-based learning scenarios and case studies to the application of augmented and virtual reality platforms that enable learners to immerse themselves in the subject matter. Considering the utility of grounded methods in enhancing educational outcomes, it is imperative to examine the neurocognitive bases of these methods in greater depth. We are therefore pleased to announce a Special Issue dedicated to exploring the cognitive and neural mechanisms that support grounded and embodied learning, which is now open for submissions. We welcome the submission of original research papers, intervention studies, meta-analyses, and review articles related to the following areas of interest:

- Neurocognitive mechanisms underlying grounded and embodied learning;
- The role of sensorimotor systems in conceptual understanding;
- Comparative effectiveness of grounded versus traditional educational approaches;
- Effects of grounded and embodied learning on long-term memory retention

Please see the following link for more detailed information.

[www.mdpi.com/journal/behavsci/special\\_issues/67FWB32XE4](http://www.mdpi.com/journal/behavsci/special_issues/67FWB32XE4)

### Guest Editor

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### Deadline for manuscript submissions

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## Behavioral Sciences

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### Message from the Editor-in-Chief

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#### Editor-in-Chief

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