

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

Guest Editor

Dr. Brian Mathias

School of Psychology, University of Aberdeen, Aberdeen AB24 3FX, Scotland, UK

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Behavioral Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
behavsci@mdpi.com

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About the Journal

Message from the Editor-in-Chief

With warm greetings, it is a pleasure to invite you to contribute a research article or comprehensive review for consideration and publication in *Behavioral Sciences*. *Behavioral Sciences* is an international, scientific, open access journal providing an advanced forum for discussions and research regarding the intersection between psychiatry, neuroscience, psychology, cognitive and behavioral sciences, and behavioral biology. More information are available at: <https://www.mdpi.com/journal/behavsci>. We would be pleased to welcome you as one of our authors and have the opportunity to consider your work for publication.

Editor-in-Chief

Prof. Dr. Jerrell Cassady

Department of Educational Psychology, Ball State University, Muncie, IN 47306, USA

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