**Embodied Cognition and Neuroscience**

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ACTION ITEMS:

1. USE TECHNOLOGY WISELY.

            How can technology impact a child’s ability to look in? How can schools use

             technology most effectively to support a child’s access to reflective state?

a. E-portfolio program

* Children choose entries; it is not teacher-directed.
* Students can see the growth in skills.
* Portfolio follows them through college.

b. Dedicate time in class to intelligently browse the internet with students, e.g.,a free and exploratory metacognitive exercise where they have freedom over what to browse

1. IMPLEMENT GRADING AND TESTING SYSTEMS THAT SUPPORT THE LEARNING PROCESS.

.How do our grading and testing systems impact our ability to reflect? What changes could improve these systems?

a. Reconcile testing with reflection is by allowing students to correct their

tests afterwards.  Suggested approaches to this include:

* Students answer the question and then correct themselves.
  + - Students continue their reflection by giving a reason *why* one answer is more appropriate than the answer given.  This also gives teachers the opportunity to evaluate how students are learning
    - Save the reflections and give them back to the students the morning of the bigger tests.

1. SUPPORT REFLECTION WITH MUSIC, VISUAL ARTS, DANCE, AND DRAMA.

How can music, drama, visual arts, dance, and physical activity be used to support the ability to look in?

a. Martial arts could be incorporated into schools, although this would not be

an easy task. The school’s concept of physical education does not seem to

support reflective states.

b. Integrate academics into art forms.Students write a reflection of what they

were thinking.