

Developmental perspectives on embodiment and consciousness

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	Control Task	Self-Disclosing Task	
	n	M	n
Independent-level variable			
Positive emotions	102	30.63(15.80)	85
Dependent variables			
Observe behavioral synchrony	49	8.39(1.38)	45
Embodyed rapport	49	-1.45(1.77)	45
		1.60(1.40)	9.19*

Description: -

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Youth Training Scheme.
Great Britain -- Guidebooks
Walking -- Great Britain -- Guidebooks
Consciousness
Mind and bodyDevelopmental perspectives on embodiment and consciousness

The Jean Piaget symposium seriesDevelopmental perspectives on embodiment and consciousness

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And they have sometimes been taken to undermine standard positions in the philosophy of mind, such as the idea that the mind is identical to, or even realized in, the brain.

Michelle Maiese, Embodiment, Emotion, and Cognition

A dominant tradition in moral theory for the past several centuries has placed reason at the center of moral thought and moral behavior. Suppose that we simply grant the historical claim that the focus and orientation of traditional cognitive science has not taken cognition to be dependent, in any significant way, on the body. By the early 1990s, work in computational intelligence had started to explore ways of generating intelligent action in robots that shortly became known as the embodied approach to robotics.

Embodiment and Human Development, Child Development Perspectives

Recently however, several conceptions of the relation between body and mind have been developed. A common assumption in traditional accounts is that concepts are context-independent amodal symbols. Further, while empiricists typically conceive of the world as something objectively given to a subject, who thus forms a static representation of it that then guides action, embodied cognitive science addresses how the dynamic interplay between embodied agent and the world generates cognition.

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Specifying how the body performs these functions in particular environments raises the prospect that cognition itself is neither bounded by the brain, nor perhaps even by the body itself. Others have argued for including the architecture of the human brain, and embodiment: otherwise we cannot accurately replicate language acquisition, comprehension, production, or non-linguistic actions. We can specify each of these functions or roles more precisely, and draw attention to the distinctive implications that each has, and the work already described that appeals to each of these conceptions of the Embodiment Thesis.

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