Abstract
Humans do not think like computers. Our minds are ‘designed’ for us to function as embodied beings in the world. This is the basic premise of embodied cognition, and by extension, of embodied interaction. This begs the question of where higher thought comes from. Applying this to interactive technology for learning, the question is how might we enable this embodied being to know more, to think more broadly, to understand more deeply, and to learn more effectively.

Biographical Note
Francis Quek is currently a Professor of Computer Science at Virginia Tech. He directs the Vision Interfaces and Systems Laboratory at the CHCI. Previously, he has been the Director of the Virginia Tech University-level Center for Human-Computer Interaction, and has been affiliated with Wright State University, the University of Illinois at Chicago, the University of Michigan, and Hewlett-Packard. He performs highly interdisciplinary research mainly in embodied interaction, notably related to language and discourse (e.g. multimodal verbal/non-verbal interaction), education (e.g. sensemaking, creative storytelling, STEM), special populations (individuals who are blind, children, older adults) and human experience (e.g. affective communication). His other research crosses into medical imaging, computer vision and computer graphics. He has published over 150 peer-reviewed journal and conference articles in human-computer interaction, computer vision, and medical imaging.