

## **The multisensory science classroom environment**

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Science practices are concerned with materials, that is, the study of the natural and the man made environment and teachers frequently use material artifacts in class as part of the learning activities. However artifacts are too often regarded as props without presence. To understand the experiences made with material artifacts this paper examines the science classroom environment as an inhabited landscape that comes with various material artifacts, both mundane and extraordinary. Material artifacts have different sensory and conceptual dimensions and the focus in this paper is to explore three selected examples. Multisensory experiences are explored through the theoretical lens of sensory–emplaced learning in an attempt to understand situated practices and to extract pedagogical insights from this analysis.