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Abstract: Mind as embodied in nature—in contrast to the human mind and natural world being considered binary categories as separate Cartesian substances that oppose each other—is a feature of edusemiotics. Edusemiotics posits the transformation of habits, in thought and action alike, at its core and aims to not only explore such a process theoretically but also enable it at the level of practice. This chapter draws from Charles S. Peirce’s semiotics and John Dewey’s educational philosophy to demonstrate that not only habit-taking but also habit-breaking are intrinsic to semiosis as the action of signs that cuts across mind-body dualism and allows us to become aware of our very habits as unconscious dispositions. Peirce’s and Dewey’s approach to learning from and by experience provides a theoretical foundation for this formalization. The chapter also bridges the discourses in humanities and sciences by bringing into the conversation the cutting-edge science of coordination dynamics with its corresponding philosophy of complementary pairs that has an uncanny affinity with semiotics as the science of signs. The chapter concludes by considering an edusemiotic approach to moral education.

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