Planning for a new Washer/Dryer combo.

Notice dimensions on web site. 27" each.
Notice (how?) that there are only a few 24" models. Punctuation as visual marker of content type. "24 inch (1)" Requires inference and interpretation.
Get tape measure. (planning, imagination) remember width dimension
Go to laundry room.
Measure the existing washer and dryer. Measuring the space they are in.
Measurement: reading the scale on the tape. pattern recognition, numbers, standardized units!, I have an object that is part of a big system that permits me to make comparisons to objects I have not yet seen.
Notice the gas connection and dryer vent.
Return to computer. Mouse-over color of link as a memory for path.
Discovering new features by visual examination of the specification page.

Memory – seeing the dimension listed as a property of the objects. Visual perception plus reading skills. The layout of the specifications page. Implicit variable/value pairs. Organized into categories. Remembering/discovering which features may be relevant.

Pattern matching in information search. The tabs on the product page. Exploration of an information space. Direct manipulation interface. Recognition > recall. Point and click > typing text.

Let's try an outline:

The activity: anticipating the arrival of a new washer/dryer combo. Embedded in the larger activity of shopping for w/d combo.
Why is this a high-level cognitive activity? Reasoning about absent objects (the w/d, which I presume exist somewhere in a warehouse) and about absent events (their installation which is in the future). See mindware pp 109-110.

So, I know that representations will be needed.
And I have already encountered some of the necessary representations. So I catalog them.
The website: product list, description page, specifications page.
Focus in on the depth, height, and width measurements. In numbers of inches. Well, there is an abbreviation. "in."
The measurements of the available space and existing w/d for comparison.
Measure 27, mark, measure 27 again.
Memory of the results of the comparison.

How are these representations located, created, perceived, understood?
What sorts of wideware are involved?
And how do low-level processes play a role in getting the job done?

I expect to be able to reflect on the results produced in the previous section.

How are the body and world involved in the activity?

Handling the tape measure. How the blade bends, how the spring works, using the brake on the blade. Tactile feedback in a perception action loop. This in itself is not high-level cognition, but it is part of setting up a wideware-assisted system that does high-level cognition – when I read the number that represents the size of the object.

Motor routines required to get the measurement tool into the right location in space to make the measurement. Where is the correct location? Using the existing spatial array to reason about the future spatial array?

Where on the scale is the correct value. Depends on the positioning of the ruler and the superposition of the scale over the edge of the object. Perception and action in the handling and reading of the tape. Using the tape one can "see" distances in the way they are seen by others. That is what enables us to reason about the absent item.

Some features of embodied systems.

Mixing of computational/representational/implementational levels

Perception and action together (measuring)

Action oriented representations (handling the tape measure)

Partial (selective) representations of the world (attending to dimensions)

Bodily action to simplify computational problems (changing p.o.v., measuring twice instead of adding)

Using the world to coordinate inner resources. (Learning from the spatial organization of the web site)