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# Overview:

- Some noted authors in this area are Marian Diamond, U. C., Berkeley; Howard Gardner, Harvard University; Renate and Geoffrey Caine; Thomas Armstrong; Candace Pert, Eric Jensen.
- Until the mid 1900's the brain was compared to a city's switchboard.
- Brain theory in the 1970's .

# Based on the structure and function of the brain. Learning will occur if the brain is not prohibited from fulfilling its normal processes. Encompasses educational concepts as: Mastery learning, Learning styles, Multiple intelligences, Cooperative learning, Practical simulations, Experiential learning, Problem-based learning, Motor General Motor Cingulate (movement) MOTOR SACK FRONT Anterior Cingulate (movement) MOTOR SACK MOT

# Core principles directing brain-based education are:

- 1. The brain is a parallel processor.
- 2. The brain perceives whole and parts simultaneously.
- Information is stored in multiple areas of the brain and is retrieved through multiple memory and neural pathways.
- 4. Learning engages the whole body.
- 5. Humans' search for meaning is innate.

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- 6. The search for meaning comes through patterning.
- Emotions are critical to patterning, and drive our attention, meaning and memory.
- 8. Meaning is more important than just information.
- Learning involves focused attention and peripheral perception.
- 10. We have two types of memory: spatial and rote.
- We understand best when facts are embedded in natural spatial memory.

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- The brain is social. It develops better in concert with other brains.
- Complex learning is enhanced by challenge and inhibited by stress.
- 14. Every brain in uniquely organized.
- 15. Learning is developmental.

# Implications for best teaching practices and optimal learning:

- Orchestrated immersion- Learning environments are created that immerse students in a learning experience.
- Relaxed Alertness- An effort is made to eliminate fear while maintaining a highly challenging environment.
- Active Processing- The learner consolidates and internalizes information by actively processing it. Information is connected to prior learning.

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# Twelve design principles based on brain based research:

- Rich, stimulating environments using student created materials and products are evident on bulletin boards and display areas.
- Places for group learning like tables and desks grouped together, to stimulate social skills and cooperative work groups.
- Link indoor and outdoor spaces so students can move about using their motor cortex for more brain oxygenation.

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- Safe places for students to be where threat is reduced, particularly in large urban settings.
- 5) Variety of places that provide different lighting, and nooks and crannies. Many elementary children prefer the floor and under tables to work with a partner.
- 6) Change displays in the classroom regularly to provide a stimulating situations for brain development. Have students create stage sets where they can act out scenes from their readings or demonstrate a science principle or act out a dialogue between historical figures.

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- 7) Have multiple resources available. Provide educational, physical and a variety of setting within the classroom so that learning activities can be integrated easily. Computers areas, wet areas, experimental science areas should be in close proximity to one another.
- 8) Flexibility: This common principle of the past is relevant. The 'teachable moment' must be recognized and capitalized upon. Dimensions of flexibility are evident in other principles.

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- Active and passive places: Students need quiet areas for reflection and retreat from others to use intrapersonal intelligences.
- Personal space: Students need a home base, a desk, a locker area. Allows learners to express their unique identity.
- The community at large as an optimal learning environment.

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12) Enrichment: The brain can grow new connections at any age. Challenging, complex experiences with appropriate feedback are best. Cognitive skills develop better with music and motor skills.