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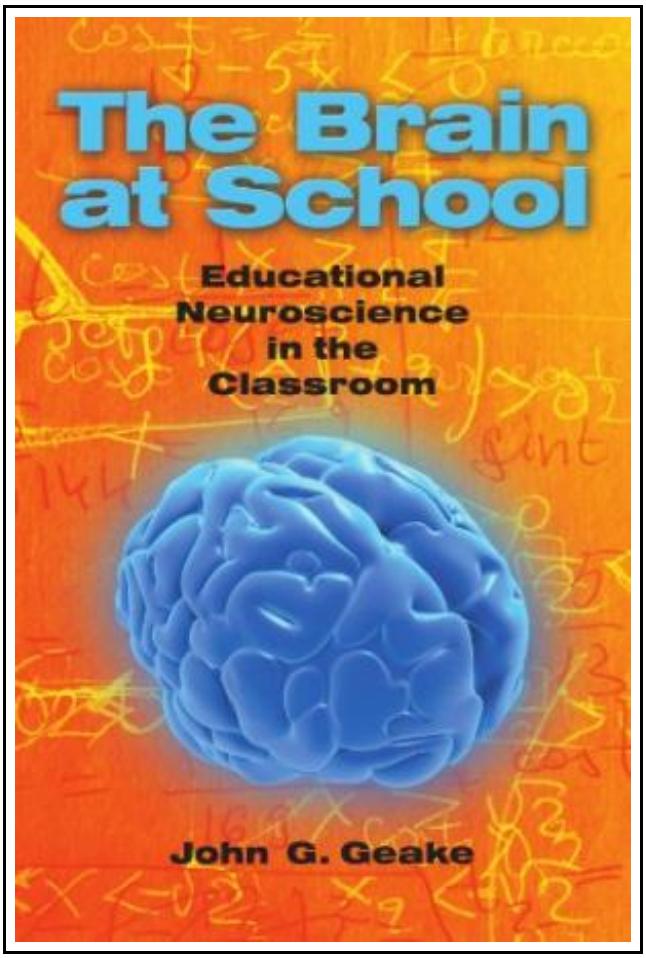

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OPEN UNIVERSITY PRESS, United Kingdom, 2009. Paperback. Book Condition: New. 228 x 152 mm. Language: English . Brand New Book. At last, a book that meaningfully links the evidence that we have so far gained from cognitive neuroscience with an understanding of learning and education. This book avoids the usual pitfalls of over-stretched interpretations of the research findings and outdated assumptions about teaching and learning. It is a catalyst for bringing together the expertise and experience of professional educators with that of professional scientists in which Geake has expertly balanced accessibility and rigour. Professor Martin Westwell, Director, Flinders Centre for Science Education in the 21st Century, Flinders University, Australia Within education there is a growing interest in neuroscience research and what it can teach us. This book focuses on what neuroscience means for education professionals - in key areas such as learning, memory, intelligence and motivation - and addresses questions such as: How does the brain enable us to learn? Why do some children have learning difficulties, such as ADHD or dyslexia? How can actual scientific research be applied to pedagogy and curriculum design Furthermore, the book explores common brain based learning schemes and exposes the misunderstandings on which these are often based. The author, both an experienced teacher and cognitive neuroscientist, offers teachers advice on how neuroscience can help them in their own teaching. Each chapter includes practical classroom examples and case studies based on real life teaching experiences. This friendly book is jargon-free and no prior scientific knowledge is assumed of the reader. It is thought-provoking reading for practising teachers across all age ranges, trainee teachers, parents, head teachers, educational policymakers, academics and educational psychologists.

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