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**ETEC 512-Assignment- Thought Paper 2**

Although neuroscience is a relatively young field of study in regard to the implications it has upon education, there is no denying the fact that educators can be empowered by neuroscience and by having an overall understanding of how findings in this field can be used to impart knowledge and skills to students more effectively. Coch and Ansari acknowledge that there is ‘a natural connection between education and neuroscience, given the brain’s role in learning,’ (p. 146). They also note that “the process of asking questions, testing, and refining hypotheses and methods across the lab and the classroom,” (p.546) will be mutually beneficial to both educators and neuroscientists alike as long as it is collaborative and “rigorously and scientifically” (p. 146) tested.

If neuroscience can provide insight into what is happening in the brain as cognitive processes are carried out, educators can use that information to alter their instruction to match best practices as indicated by neuroscience findings. If the brain has an operating manual of sorts that can be glimpsed through neuroscience, why wouldn’t teachers take advantage of such an opportunity to improve upon our education system? The teacher’s role is a complex one. Teachers do more than just get up in front of their students and impart knowledge. Individually, teachers develop the scope and sequence of their units and design each lesson to help their learners get to where they need to go. Many schools now have professional learning communities where teachers step into lead roles to be a part of a collaborative group developing school based initiatives, investigating and making decisions about resources and programs etc. As such key players in both the instructional design and the delivery of instruction, having a

sound foundation of neuroscience in their knowledge base, would most certainly lead to empowered and effective teachers.

**References:**

Coch, D. & Ansari, D. (2009). Thinking about mechanisms is crucial to connecting neuroscience and education. *Cortex*, 45(4), 546-7.