Teaching Strategies

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Abstract

Brain-Based learning is a comprehensive approach to instruction based on how current research in neuroscience suggests our brain learns naturally. During the last two decades neuroscientists have be doing research that has implications for improved teaching practices. Their information has helped determine how human learning actually occurs. In essence these scientists have been peering into the "black box" in order to determine how the brain processes and retains information.

Specifically based on conclusions from research in neuroscience, educators have taken this information and incorporated it into books about learning. In accordance with these suggestions classroom practices can be modified by teachers applying new theories of teaching and learning based on recent findings. Some noted authors in this area are Marian Diamond, U. C., Berkeley; Howard Gardner, Harvard University; Renate and Geoffrey Caine; Thomas Armstrong; Candace Pert, and Eric Jensen.

The purpose of this paper is to share what is brain-based theory? What are its tenets? And how it can be applied to teaching? Furthermore, following brain-based teaching strategies will be shared:

- Classroom Environment
- Learning Styles
- Memorizing: Mnemonic devices
- Mind maps
- Digital Strategies: Mind-maps, blogging, texting, memory games, computerized flashcards, PowerPoint presentations, Video-games
- Creative assignments
- Reflection time
- Teaching Synthesis: summarizing, paraphrasing, and comparing and contrasting
- How tech-savvy are you?
- Encourage Mindfulness
- Storytelling
- Music
- Humor
- Seating arrangement
- Use of colored paper, pens, or chalk
- Field trips
- Journaling, Recap
- Assessment: Formative or Summative