



Neuroteach: Brain Science and the Future of Education

By Glenn Whitman, Ian Kelleher

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Teachers are brain changers. Thus it would seem obvious that an understanding of the brain – the organ of learning – would be critical to a teacher's readiness to work with students. Unfortunately, in traditional public, public-charter, private, parochial, and home schools across the country, most teachers lack an understanding of how the brain receives, filters, consolidates, and applies learning for both the short and long term.

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Editorial Review

Review

Neuroteach provides practical guidance about using theoretically sound research-based principles in the design of schools, classrooms, and work with individual students. (Judy Willis, (@judywillis), Research Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher)

While highlighting classroom teachers as the experts on learning, Kelleher and Whitman underscore the importance of utilizing the strongest evidence in mind, brain and education science to inform one's practice. (Vanessa Rodriguez, (@teachingbrain), teacher, researcher and author of *The Teaching Brain: An Evolutionary Trait at the Heart of Education*)

To my knowledge there is no school in America, and no two educators more completely qualified and effective at translating the remarkable impacts of neuroscience down from the 30,000 foot level to 'what can we do in class tomorrow.' (Grant Lichtman, (@GrantLichtman), author of *#EdJourney: A Roadmap to the Future of Education*)

Neuroteach combines important lessons from both cognitive psychology and neuroscience to draw useful, practical conclusions that will clarify not just what teachers should do in the classroom, but better understand the complexities of the science of learning. (David Didau, (@LearningSpy), author of *What if Everything You Knew About Education Was Wrong?* and *The Secret of Literacy*)

This level of respect for the process of teaching and learning is sustained throughout the guide, providing its distinct voice and strengthening the authors' call to incorporate neuroscience with pedagogy. (Mariale Hardiman, (@MarialeHardiman), co-founder and director of the Johns Hopkins University School of Education's Neuro-Education Initiative and author of *The Brain-Targeted Teaching Model for 21st Century Schools*)

About the Author

Glenn Whitman directs the Center for Transformative Teaching and Learning at St. Andrew's Episcopal School where he also serves as the Dean of Studies for grades Preschool through 12th grade and teaches history. Glenn is a former Martin Institute for Teaching Excellence Fellow and author of *Dialogue with the Past: Engaging Students and Meeting Standards through Oral History* as well as co-editor of *Think Differently and Deeply*, the national publication of the CTTL. Glenn has also written numerous articles on translating MBE research into classroom practice such as, "Assessment and the Learning Brain" that can be found in *Independent School* magazine. He is also a blogger for Edutopia. Glenn earned his MALS from Dartmouth College and a BA from Dickinson College.

Dr. Ian Kelleher earned his bachelor of science degree in geochemistry from the University of Manchester and his PhD from the University of Cambridge, Churchill College. He is the head of Research for Center for Transformative Teaching and Learning, where he focuses on the development of projects measuring the effectiveness of research-informed strategies used by St. Andrew's teachers and students.

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