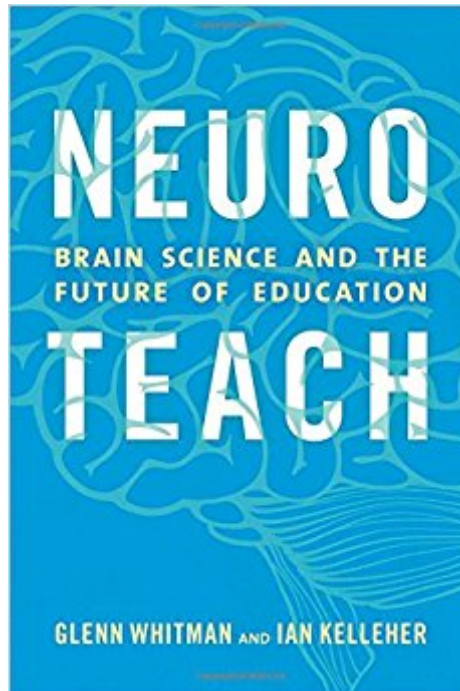




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Neuroteach: Brain Science And The Future Of Education



Synopsis

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.

Book Information

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Customer Reviews

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)

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.

This book was very accessible and easy to understand. It clearly laid out what the latest research in MBE Science tells us about how we should teach.

Wonderful book- finally, a way to translate the research into the classroom!

Great book that is super educational! Learned a lot about the brain and how we learn!

Neuroteach offers a readily accessible and much needed synthesis of mind, brain, and education (MBE) science for educators committed to professional practice. From the "Top Twelve Research-Informed Strategies Every Teacher Should Be Doing With Every Student" (and its

inverse, "The Unconscionable List [AKA The Despicable Baker's Dozen]: Things a Teacher Should Never Do Again") to a carefully delineated proposed "Professional Pathway for Teachers Informed by Mind, Brain, and Education Science," Whitman and Kelleher offer research, insight, and immediately practical applications that every educator needs to know, and their students deserve them to know. Neuroteach should be the professional book study of the year!

I just finished reading this book and was re-inspired every single time I picked up the book to read more!! Over the last 2 years I said to myself soo many times that there has to be a book "out there" that brings all of the Mind, Brain, Education concepts together in 1 place. I was thrilled to see that Glenn Whitman and Ian Kelleher felt the same way and were compelled to write this book. This is a must read for anybody who works in education! I highly recommend this book and the simple to use strategies they recommend.

This book is a must read for any teacher or school leader. This is both a summary of the latest Mind, Brain, Education research and also a great introduction for those who want to dig deeper, The book is not only filled with suggestions for things teachers (and parents) can do to help students learn but also with suggestions for how schools can really prepare their students for the world they will live in and not the world their grandparents lived it. I cannot recommend this book highly enough.

This is an important book with lots of research-based ideas. It emphasizes the value of reflection--and low-stakes assessment. Highly recommended for teachers looking to know the brain science--and ways to implement it in their classrooms.

Seriously - every teacher should read this! Such a useful compilation of research with so many takeaways ready for use. Great investment!

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