

How Children Learn

New
Course

Learning styles: outdated myth or evidence-based logic?

- 📍 Unpick the latest neuroscience research to sort the gimmicks from the concrete strategies
- 📍 Know what neuroscience is telling us and what it can do for your teaching practice
- 📍 Develop research-informed frameworks to support the impact of your teaching

Jon Tibke



Jon has expertise in teacher development gained from successful experience in primary, secondary and higher education. He has also led initial teacher training programmes as well as undertaking PhD research into teachers' engagement with emerging knowledge about the brain. John's book 'Teaching and the Brain' is in preparation for the publishers Sage.

Why use Neuroscience in 2016?

- New research: more accurate and reliable
- The new curriculum: how it can help meet the cognitive demands
- Development stages: latest research into T&L within age groups
- Teaching innovations: how the brain might respond
- Neuro-myths: debunking popular learning style theories and others

A time-saving guide to reliable neuroscience-informed practices:

- What you should know about the brain
- What your students should know about the brain
- How knowledge and skills are formed
- How to become a critical consumer of neuroscience
- What neuroscience can tell us about subject disciplines
e.g. the development of mathematical understanding
- A role for neuroscience in SEND provision

Implications – strategies for application:

- Attention
- Working memory
- Memory
- Exam panic
- Plus other classroom factors

"Osiris is the only provider that my school will use. We have been very disappointed with other providers we have used in the past."

Nicola Kennedy, Castle Rushen High School

To run this course in your school, call 01790 755783



Based on the work of
- Daniel Willingham
- Carol Dweck
- Paul Howard-Jones

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