

**The effects of employing brain-informed instructional strategies on
student learning**

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This research overview will present the case for using instructional pedagogies that are aligned with recent advances in the neurosciences. Presenter will synthesize the newest research on the human brain and discuss the impact on learning and teaching. Contemporary debates on cognitive processes, memory, reasoning, brain plasticity, motivation, growth mindset, the role of emotions as well as other essential topics in human cognition and learning will be addressed with an emphasis on the implications for educators and educational researchers. Based on this emerging *science of learning*, educators and cognitive scientists alike have begun to suggest that models of instruction used in education for the past 100+ years need to be modified, and, in some cases, radically changed, if they are to operate in harmony with what we now know about how the brain learns. The author will present this new science of learning, informed by neuroscientists, and discuss how that research impacts the day-to-day learning and teaching in classrooms.

Keywords: Educational Neuroscience, Instructional Pedagogies, Neuroplasticity,