

Brain Based Learning is Active Learning.

The student is engaged in learning the material. The lessons are developed to be meaningful to the student, relating to real life situations. Brain based learning results in a greater memory pattern being created resulting in larger information

Studies have shown that children experience extreme brain growth up to the age of 10 years. During this time period it is easier for children to learn new languages. Students process an incredible amount of information during this time period. In the past people have come to believe that as a person ages they lack the ability to learn. Brain-based research indicates that anyone who wishes to learn can learn no matter their age. An older adult may find it more difficult to master a second language, yet it is possible. The brain continues to build its learning capacity as long as it continues to be used. When people stop using their brain the capacity for learning is diminished. (D'Arcangelo, 1998).

Brain based research core belief is if the brain can perform its normal duties learning will occur. Researchers have divided brain based learning into three instructional categories: orchestrated immersion, relaxed alertness, and active processing.

Orchestrated immersion involves immersing the student in learning through the environment. (Funderstanding, 2001). The environment needs to be stimulating. A stimulating environment can be created by changing the displays on the walls. **Regularly changing interactive learning centers and manipulative to stimulate the students' brains. A student's interaction in their environment increases their sense of ownership of their classroom, and learning.** (Lackney, J., n.d.).

Relaxed alertness is the process of achieving safety in the classroom. Teachers strive to create a demanding curriculum encouraging students to stretch their learning potential. For students to be fully relaxed and alert they can not be afraid of the educational material. (Funderstanding, 2001). For students to excel the fear of failure needs to be eradicated from the educational environment. Students need to be able to take academic chances without the fear of repercussions. (Lackney, J., n.d.). Students need to have the opportunity to explore new material prior to feeling the pressure of being tested. All learning is not about the grade, but about [teaching](#) students how to enjoy the exploration of new material. The classroom is the best place to teach students how to explore, and examine new topics.

Active processing provides the student time to reflect on the information they have just learned. When students are zoning out or shutting down in the classroom they may be overwhelmed, and their brains are processing the new information they learned. **A constructive way to help students process their learning is through journaling. Journaling provides the student time to reflect on the material just presented, process their level of understanding, and develop questions for areas needing clarification.** (Funderstanding, 2001).

Brain based learning is developing [teaching](#) approaches based on research. Our brains are constantly observing new information, processing, categorizing, and searching for a pattern. Reality based learning situations increase the brain's ability to make connections resulting in greater information retention. Integrated [teaching](#) techniques such as: field trips, guest speakers, manipulative, and real life projects reinforce brain based learning. (McBrien, J., & Brandt, R.S., 1997). Brain based learning shows that students need to learn the whole and the small pieces of information together. Learning in this manner the brain finds connections and develops patterns of information.

Brain based learning functions best with hands-on interactive learning. Interaction of solving a problem with a small group enhances a student's learning. Brain based learning believes group challenges stimulate the brain, and student's learning. (Funderstanding, 2001).

The elements described in brain based learning are methods that have been used in the developmentally appropriate preschool classroom for years. Preschool teachers design their curriculum to be flexible in order to take advantage of the teachable moment. If the students' one topic sparks a new idea creating a new topic the teachers follow the emergent curriculum. The use of emergent curriculum generates high participation, and excitement about the subject.

Emotions are a large part of the preschool classroom. Students' are learning how to display their emotions in a socially acceptable manner with their peers. Completion of a project generates excitement. Reading is an emotional experience. Teachers read very expressively role-modeling the emotions of the story. School is a safe place to discuss emotions.

Educational materials are hands-on. Classrooms are filled with puzzles, blocks, drama centers, counting bears, and more. The natural order of preschool is to explore the world inside and out.

Exploring the environment inside and out can occur at the elementary school level in science, creative writing, art, and math. If the teacher gives a small group a question to be answered the means in which the group decides to tackle the project may be impressive.

In conclusion, brain based learning stimulates students' continual interest in learning. The integrated [teaching](#) approach and safe environment challenge the students academically in a fear free environment resulting in superior understanding of the educational material.

References

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