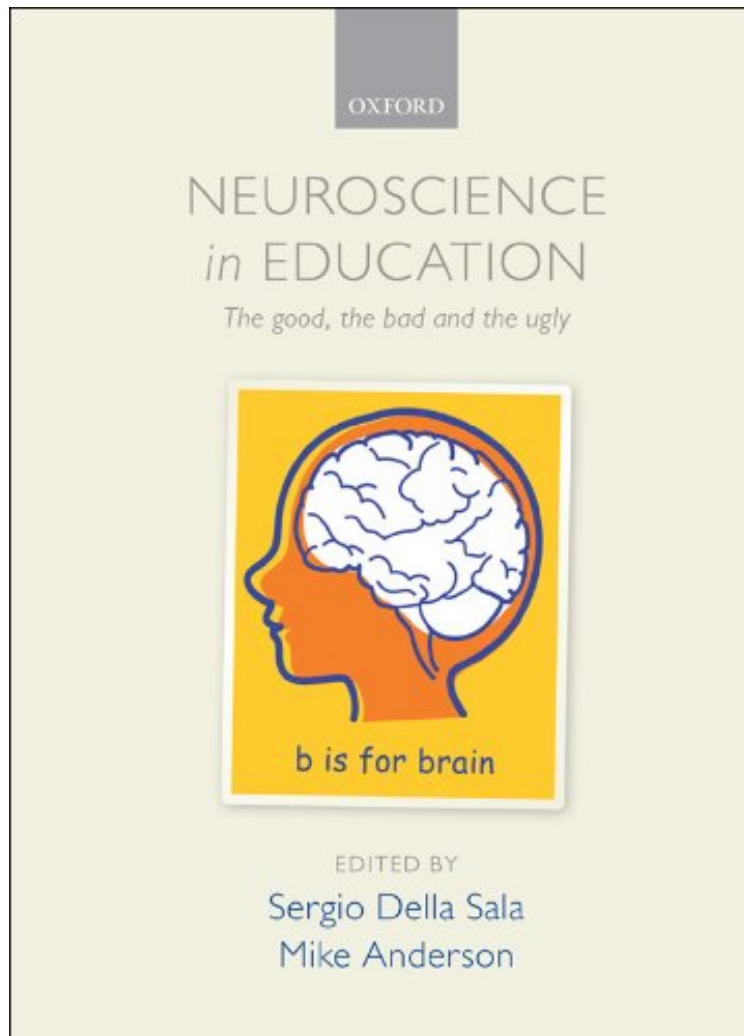


(Download) Neuroscience in Education: The good, the bad, and the ugly

## Neuroscience in Education: The good, the bad, and the ugly

*Sergio Della Sala, Mike Anderson*  
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**Sergio Della Sala, Mike Anderson : Neuroscience in Education: The good, the bad, and the ugly** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Neuroscience in Education: The good, the bad, and the ugly:

In the past ten years, there has been growing interest in applying our knowledge of the functioning of the human brain to the field of education-including reading, learning, language and mathematics. This has resulted in the development of a number of new practices in education-some good, some bad and some just crazy. The 'good' is nearly always sound cognitive research that has clear implications for educational practice. The 'bad' is the use of neuroscience jargon to lure the unwary and to give an apparent scientific aura to flawed educational programs with no evidence base and

which no reputable neuroscientist would endorse. The 'ugly' is simplistic interpretation and misapplication of cognitive theories leading to errors in their application. More and better could be done if neuroscientists and educationalists acknowledge the limits of their disciplines and start listening to each other. *Neuroscience in Education* brings together an international group of leading psychologists, neuroscientists, educationalists and geneticists to critically review some of these new developments, examining the science behind these practices, the validity of the theories on which they are based, and whether they work. It will be fascinating reading for anyone involved in education, including teachers, psychologists, neuroscientists, and policy makers as well as interested parents.

**About the Author** Sergio Della Sala is a trained Clinical Neurologist, Professor of Human Cognitive Neuroscience in the Psychology Department at the University of Edinburgh, UK and is holding an adjunct chair at the Psychology Department of the University of Western Australia. He is a Fellow of the British Psychological Society, of the Association for Psychological Science and of the Royal Society of Edinburgh, and Editor of *Cortex*. His research focuses on memory and memory impairments and on the cognitive deficits associated with brain damage. Mike Anderson is a Professor of Psychology and Director of the Neurocognitive Development Unit in the School of Psychology at the University of Western Australia. His research is based around his theory of intelligence and development and focuses most recently on the influence of the developing brain on intellectual functions in children.