

The Facilitators and Barriers to the Implementation of Educational Neuroscience: Teachers' Perspectives

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Abstract : Educational neuroscience has the intention of transforming research findings of the underpinning neural processes of learning to educational practices. A main criticism of the field, hitherto, is that less focus has been put on studying the in-progress practical application of these findings. Therefore, this study aims to gain a better understanding of teachers' perceptions of the practical application and utilization of brain knowledge. This was approached by investigating the answer to 'What are the facilitators and barriers for bringing research from neuroscience to bear on education?'. Following a qualitative design, semi-structured interviews were conducted with 12 teachers who had a proficient course in educational neuroscience. Thematic analysis was performed on the transcribed data applying Braun & Clark's steps. Findings emerged with four main themes: time, knowledge, teacher's involvement, and system. These themes revealed that some effective brain-based practices are being engaged in by the teachers. However, the lack of guidance and challenges regarding this implementation were also found. This study discusses findings in light of the development of educational neuroscience implementation.

Keywords : brain-based, educational neuroscience, neuroeducation, neuroscience-informed

Conference Title : ICEN 2020 : International Conference on Educational Neuroscience

Conference Location : Sydney, Australia

Conference Dates : December 03-04, 2020