MINDLY EDUCATION

NEURO MYTHS IN EDUCATION

la fabrique à bonheurs
Académie de la Psychopédagogie Positive

Allagi

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TIPS AND RECOMMENDATIONS

1. DEVELOP EPISTEMIC VIGILANCE
2. REGULARLY REMIND ABOUT BRAIN PLASTICITY
3. VARY PEDAGOGICAL APPROACHES
4. ENCOURAGE PEER EXCHANGE TIMES
5. SUPPORT EFFORT RATHER THAN PERFORMANCE

4 ENCOURAGE PEER EXCHANGE TIMES

Organize meetings to share:

– effective practices,
– misconceptions to debunk,
– reliable resources.

Collaborative work helps strengthen a critical professional culture around neuroscience.

2 REGULARLY REMIND THE PLASTICITY OF THE BRAIN

Tell students that their abilities are **not fixed**, but that they develop with effort, repetition, and time.

A belief in the malleability of the brain **improves motivation and perseverance.**

3 Vary the pedagogical approaches

Instead of adapting your teaching to a supposed "learning style," diversify your activities in each class:

– visual,
– auditory,
– practical,
– cooperative.

This stimulates multiple cognitive networks and suits all profiles.

5 Support effort rather than performance

Value errors, attempts, and strategies rather than just results. This promotes **a growth mindset** in your students and avoids pitfalls related to limiting beliefs like "I'm not cut out for this."

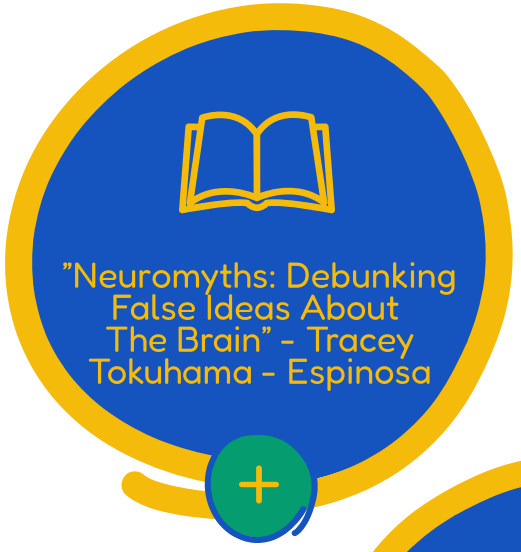
1 DEVELOP EPISTEMIC VIGILANCE

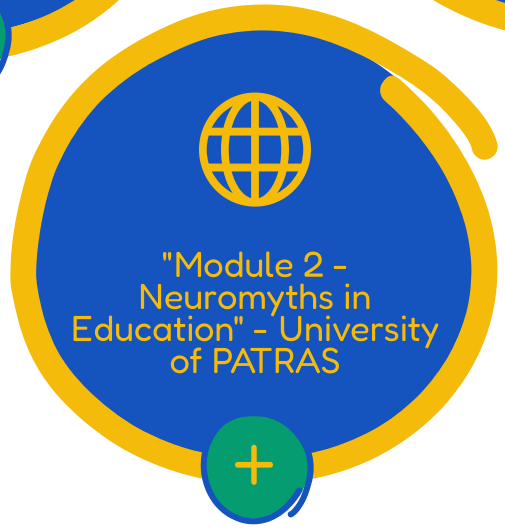
Before adopting a new "neuroscientific" method, question its source:

– Who produced it?
– Is it based on solid, validated, and reproduced research?

Beware of miracle formulas and simplistic promises like "reactivate your brain in 3 minutes".

ONLINE RESOURCES





"When the myth is the message: neuromyths and education" - Dana

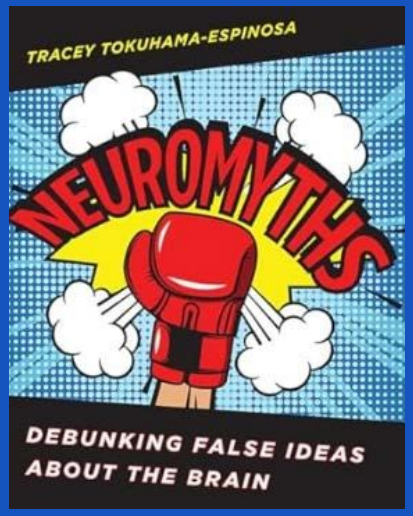
This article explores the most common neuromyths in the educational community, explaining their scientific origins and the reality surrounding them, to help educators base their methods on solid evidence.

"Neuromyths in Education: Prevalence and Predictors of Misconceptions Among Teachers"

This study examines the prevalence of neuromyths among teachers in the United Kingdom and the Netherlands, identifying factors contributing to these misconceptions. It offers insights for improving teacher training in neuroscience.

"Module 2 - Neuromyths in Education" - University of Patras

This module provides an in-depth analysis of common neuromyths in education, with teaching resources to help teachers recognize and avoid these misconceptions in their professional practice.



"Neuromyths: Debunking False Ideas About the Brain" - Tracey Tokuhama-Espinosa

This book explores and debunks misconceptions about the brain that negatively influence educational practices. It is a valuable resource for teachers seeking to align their methods with solid scientific foundations.

"The Truth About Neuromyths in Education (New Research)" - Jared Cooney Horvath

This video presents the latest research on neuromyths in education, providing clear information to help teachers separate facts from misconceptions about the brain and learning.