

# Dropping out - What neuroscience can teach us <sup>[1]</sup>

4 Nov 2015 - 12:00am to 5 Nov 2015 - 12:00am

Region: Quebec <sup>[2]</sup>

## Details

Description:

**Register online** <sup>[3]</sup>

Educators are on an eternal quest to better understand how children learn, what conditions help them learn, and how difficulties with learning arise. Emerging discoveries in neuroscience promise to shed light on these very questions: how young learners process information, remember, focus attention, problem-solve, create, and construct meaning. Moreover, researchers are starting to uncover how interaction with teachers influences the way students' brains work.

CEA's mission is to support transformation in public education across Canada and to get all students engaged in their learning. At this November 2015 symposium, we will challenge traditional approaches to dropout prevention by introducing the potential contribution that neuroscience can have by answering the following questions.

What promise does the application of neuroscience in education have for addressing persistent student dropout rates across Canada? Do educators need to adapt their approach to better address the needs of a segment of our population that drops out, in light of recent findings in neuroscience?

Several prominent neuroscience researchers have accepted the challenge to translate their evidence-based findings to best explain how it could dramatically affect not only how we currently view teaching and learning, but in particular, how this neuroscience research can support students at risk of dropping out of school.

Tags: child development <sup>[4]</sup>

Source URL (modified on 7 Aug 2020): <https://childcarecanada.org/resources/events/15/11/dropping-out-what-neuroscience-can-teach-us>

Links

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