

No Child Left Behind Goals And More Are Obtainable With The Neurocognitive

The No Child Left Behind Act (NCLB) was signed into law in 2002 with the goal of improving the academic achievement of all students. However, NCLB has been criticized for its narrow focus on standardized testing and for its punitive approach to schools that fail to meet its goals.



No Child Left Behind Goals (and more) are obtainable with the Neurocognitive Approach, Vol. 1

by Victoria Groves Scott

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In this article, we will explore an alternative approach to education that is based on the neurocognitive science of learning. We will argue that this approach can help us to achieve the goals of NCLB and beyond, without the need for high-stakes testing or punitive sanctions.

What is the neurocognitive science of learning?

The neurocognitive science of learning is a field of study that investigates how the brain learns. This field of study has identified a number of key principles that can be used to improve teaching and learning.

One of the most important principles is that the brain learns best when it is actively engaged. This means that students need to be actively involved in the learning process, rather than simply passively listening to a lecture or reading a textbook.

Another important principle is that the brain learns best when it is challenged. This means that students need to be presented with challenges that are appropriate to their level of development. If the challenges are too easy, students will not be motivated to learn. If the challenges are too difficult, students will become frustrated and give up.

Finally, the brain learns best when it is rewarded. This means that students need to be rewarded for their effort and progress. Rewards can be anything from a simple smile to a more tangible reward, such as a good grade.

How can the neurocognitive science of learning be used to improve education?

The neurocognitive science of learning can be used to improve education in a number of ways.

One way is by using the principles of active learning. Active learning techniques include things like group discussions, simulations, and role-playing. These techniques help students to become more actively involved in the learning process and to learn more effectively.

Another way to use the neurocognitive science of learning is by using the principles of challenge. This means giving students challenges that are appropriate to their level of development. Challenges can be anything from a difficult math problem to a complex science experiment. When students are challenged, they are more likely to learn and grow.

Finally, the neurocognitive science of learning can be used to use the principles of reward. This means rewarding students for their effort and progress. Rewards can be anything from a simple smile to a more tangible reward, such as a good grade. When students are rewarded, they are more likely to continue learning and to achieve their goals.

The neurocognitive science of learning provides us with a number of valuable insights into how the brain learns. This knowledge can be used to improve teaching and learning in a number of ways. By using the principles of active learning, challenge, and reward, we can create learning environments that are more effective and engaging. This will help us to achieve the goals of NCLB and more, without the need for high-stakes testing or punitive sanctions.



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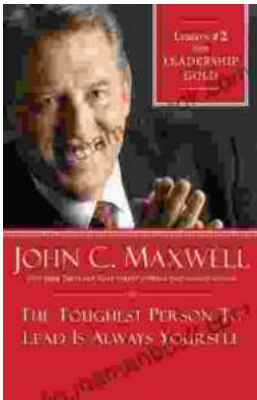
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