



**From Brain to Mind: Using Neuroscience to Guide
Change in Education by Zull, James E. unknown
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From Brain to Mind challenges educators to see what children learn from the perspective of neuroscience, and to see what this perspective provides educators. In this endeavor, Zull (biology and biochemistry, Case Western Reserve Univ.; The Art of Changing the Brain, CH, Mar'03, 40-4142) is partly successful, because the book is only partly neuroscience. There is a great deal of information on cognitive, perceptual, and emotional assessment, and in the last chapter, the author theorizes that educators should learn and teach children to use metacognition. He rightly champions Piaget's approach to childhood learning, but Piaget would be very surprised to find himself described as a neuroscientist. Also, buttressed by his neuroscience musings, Zull advocates an approach that many non-neuroscientist educators (starting with Piaget) also advocate--active individual-centered learning. Zull uses the neuroscientist's approach of linking the aspect of behavior (e.g., language, visual perception) to location in the brain, which is perhaps not useful to educators. Still, there are ideas worth pondering here, and the metacognition Zull advocates should lead the reader to work through the chapters and come up with ideas about or approaches to education. Summing Up: Recommended. Academic and professional audiences in biology and education disciplines, all levels. -- J. A. Mather, University of Lethbridge (Reprinted with permission of Choice, copyright 2011, American Library Association)

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