

Special Issue

The Brain Goes to School

Message from the Guest Editor

This Special Issue on neuroeducation will provide a knowledge base on brain–behavior relationships related to instruction, assessment, and intervention, to assist cognitively diverse learners. We plan to explore major themes in the cognitive neurosciences that inform teaching and learning; fundamental information about how the workings of the brain and nervous system are influenced by learning in general and classroom performance in particular; and the instructional framework, which provides a cohesive structure for applying relevant findings to educational settings at all levels of instruction. This will be accomplished by examining the neuroscience of learning at the intersection of psychology, cognitive neuroscience, health, and education. Fundamental biological, psychological, social, and environmental factors will be examined, with an emphasis on critical functions related to learning and achievement across settings, age groups, and concepts. In addition, factors that facilitate and roadblocks that inhibit the optimization of learning will be explored, and key neurocognitive constructs examined.

Guest Editor

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Message from the Editor-in-Chief

You are invited to contribute a research article or a comprehensive review for consideration and publication in *Brain Sciences* (ISSN 2076-3425). *Brain Sciences* is an open access, peer-reviewed scientific journal that publishes original articles, critical reviews, research notes, and short communications on neuroscience. The scientific community and the general public can access the content free of charge as soon as it is published.

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