



“Brain-considerate” Defined

Brain-considerate learning focuses on how the human brain selects, encodes, dissects, distributes, processes, stores, and retrieves information. Understanding these processes can help educators devise instructional strategies and design classroom environments that are consistent with the brain's natural inclinations for learning. Designing educational methods that accommodate the brain's innate techniques used to learn can maximize the academic success of any student, at any age, and in any place.

The innate predisposition of the human brain is to:

1. Search for “**patterns**” –

- How do the conceptual pieces “fit” together in a coherent manner that provides me with a viable explanation?
- Do I see “patterns” or “relationships” here that can help me construct a coherent (and preferably predictable) picture? (Predictability is beneficial to survival)

2. **Make sense** out of sensory information (“sense-making”):

- Does this new information merge well with my prior experiences, stored information, and those notions that I believe to be true?
- Can I build a meaningful bridge from “what’s known to what’s new”?
- Is this information or experience making sense to me?
- Does my experience match what others are experiencing or what others have expressed to me?
(Is there an existing internal neural network to which this idea can reasonably be connected?)

3. Respond to an “**emotional**” connection (personalized) -

- Does this information have meaning or value to me?
- How does it make me feel?
- Is it related to things that I already know or value?
- Do I really care? (Is the **amygdala** actively engaged?)

Meaning and **emotions** are critical elements in (1) attention, (2) motivation, (3) learning - short term memory, and (4) memory/recall - long-term memory