

TITLE: Bright Brain Thinking™: A New Neuroscience Approach to Education

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ABSTRACT:

We live in an achievement-oriented culture in the West, prioritizing knowledge—the acquisition of it and the ability to show that one possesses it. As a result, we recognize and value those who are good with data-driven, factual information that is detail specific, abstract, and analytical. People who excel with systems, processes and productivity.

These priorities, however, leave out an entire set of values and skills that contribute in equal, and often more important ways. Collaboration, problem solving, critical thinking, empathy, pattern recognition, and social skills belong to a less recognized value set in Western developed societies.

Bright Brain Thinking™ is a brain-based approach to education using the information on hemisphere lateralization and the neural mechanisms of cerebral dominance to illuminate individual level dominance for learning. Bright Brain Thinking™ allows individuals to see themselves as effective learners, aware of their own strengths and concomitant weaknesses. And by coming from this place of self-knowledge, they can choose and control their learning by bringing in strategies that support their weaker skills and capitalize on their well-developed strengths. With Bright Brain Thinking™ the student is responsible for their learning and the educator can reinforce this self-awareness by encouraging the development of the other hemisphere and acknowledging the incredible strengths of their dominant hemisphere. Bright Brain Thinking™ allows for flexibility in learning, rather than a rigid pedantic approach. It uses strategies and approaches rather than a “style” or single strength.

BIOGRAPHY:

Catherine Conlin received her Ph.D. from Florida State University in conjunction with the Florida Center for Reading Research, in 2009. She has over 25 years of experience as a clinically trained speech-language pathologist specializing in written language development. She has presented at state and local conferences on the use of brain dominance for teaching and learning.

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Mode of Presentation: Workshop

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