



BRAIN-BASED LEARNING: AN INNOVATIVE METHOD OF TEACHER EDUCATION

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Abstract

This study helps in analyzing effective and innovative methods of teacher education. New techniques of teaching will contribute to quality education. Moreover, the study of brain-based learning helps in understanding student's problem and ways to built harmonious relationship between students and teachers. Brain-Based learning is a learning theory based on the structure and function of brain. As long as the brain is not prohibited from fulfilling that apart from being intelligent, the student should know the proper method of studying and developing good study habits. The brain develops better in concert with other brains, intelligence is valued in the context of the society in which we live. In this research paper, the investigator finds brain-learning as an innovative method of teacher-education for the creation of brain-friendly environment.

Keywords: Teacher Education, Innovative method, Brain-Based Learning

Introduction

Brain-based learning has been called a combination of brain science and common as long as the brain is not prohibited from fulfilling its normal process learning will occur. Brain is a pattern maker. Pattern making is pleasing for the brain. The brain takes great pleasure in taking random and chaotic information and ordering it. The implication for learning and instruction is that presenting a learner with random and unordered information provides the maximum opportunity for the brain to order this information and from meaning full patterns that will be remembered and learned. Learning will be much more effective and efficient when the learner is relaxed. Our brain cells give priority to emotional memory. An emotion is a thought or idea accompanied by a bodily sensation. It is experienced as a force of energy. There are no

bad emotions, only desirable and undesirable ones. Emotions are unique to human.

Components of brain-based learning

Brain research suggests that the brain learns best when confronted with a balance between stress and comfort, high challenge and low threat. The brain needs some challenges or environmental pressure that generates stress to activate emotions and learning. There are six components for brain based learning for Learners are in front of us:-

1. **Brain Food:** Impressing upon students and teachers parents the importance of eating a well balanced diet. Research suggests that the "Cave man Diet" is really important for the brain. It is basically what our physiology needs.
2. **Pace:** Instead of teaching to the bottom third, teach to the top third. Although no child left Behind ensures that we teach to the bottom third of our students, this approach first drags everyone down .
3. **Music:** Play music in your class-room. If you don't already know, music and learning are quite intertwined. It makes you smarter in learning.
4. **Class-room environment:** Consider the role of drama in your class-room. Research shows that the brain is very active when involved in a play. Children don't have to be actors but it is an incredible support system for the brain.
5. **Attention span:** Take "Brain Break". Standing stretching , engaging in gross motor or fine motor movement. These breaks will act as a "reset" for the brain.
6. **Stress:** Children cannot learn if they are anxious. Try and relieve any fears they may have. For eg, new students generally have a fear of not making friends. This can be solved by implementing a buddy system.

Principles of Brain Based learning

1. **The Brain is Social:** Human being are naturally social and seek contact with other. Some of the drive to be social is the desire to learn through limitation and respond to



the behaviors that are seen. Educators have the ability to harness this drive by preparing activities that allow students to speak with one another & discuss what they are learning.

2. **All levels of learning involve the body and the mind:** Whenever an individual acquires new information or has a meaningful experience, the brain will undergo a physiological change .when a particular learning pattern or experience is repeated, the neural pathway becomes even stronger. This shows that learning has physical, as well as mental impact on the brain. Students learn better if they are given the opportunity to combine mental and physical activity together.
3. **Searching for meaning is inherent:** Every human being make sense of what they experience. So they organize their information and experiences in ways that are understood. Interest is a huge factor in the way that an individual get information of an individual is interested in something , he feels the need to understand it.
4. **Emotions are vital to patterning:** When an individual learn something, there is always no emotional response mean neutral learning doesn't exist. This means that every decision has some kind of emotion to it. Teachers need to encourage students to have positive attitudes. Teachers need to utilize materials that draw their students into learning because it is presented to them in an attractive and inviting way.

Some practical advice to brain based educators

- Use students created products to make a rich and stimulating environment.
- Include places fo group learning to stimulate social skills and co-operative group work.
- Making learning environment varied and provide different lighting.
- Providing challenging and complex experiences with appropriate feedback.
- Creating stimulating situation for brain development.
- Use the community at large for learning.

- Use activity that combine right to left brain hemisphere's function.
- Give students time to be reflective and creative.

Conclusion

Learning is best accomplished when the learning environment is connected directly to physical and mental experience. We remember best when facts and skills are embedded in natural spatial memory, in real life activity , and in experimental learning. Designers of educational tools must be artistic in their creation of brain –friendly environment. Instructors needs to realize that the best way of learn is not through lecture, but participation in realistic environment.

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