



Neuroscience" as well as a community of higher education lecturers.

The course "Didactic method based on Neuroscience" is based on **innovative training methodologies** in the domain of Neuropedagogy and Neuroscience. It can offer a powerful tool that will help higher education lecturers significantly **improve their teaching skills**.



The virtual community will offer a **collaborative environment** that allows communication and mutual learning among university teachers. Lecturers that have registered in this community will have their own **profiles** which can be personalized as suited, **send messages** to each other, create **groups** or join a discussion on a **forum!**

Tweets from @NeuropedagogyHE

Neuropedagogy Pr... @Neuroped... · Mar 31
The first Multiplier Event of the #NeuropedagogyProject in Patras, Greece on March 10th, 2023 was a blast with lively dialog among speakers and participating #Lecturers after every presentation.
#NeuroDidactics #Students #HigherEducation #NeuroScience #ErasmusPlus #EUprojects



1

Neuropedagogy Pr... @Neuropeda... · Mar 6
The first Multiplier Event of the #NeuropedagogyProject will take place in Patras, Greece on March 10th, 2023 presenting a free course on #NeuroDidactics & a community of practice for #highereducation lecturers.
forms.gle/pqVsajzTyodLWg...
#NeuroScience #ErasmusPlus #EUprojects

Figure A1: Homepage with embedded twitter feed

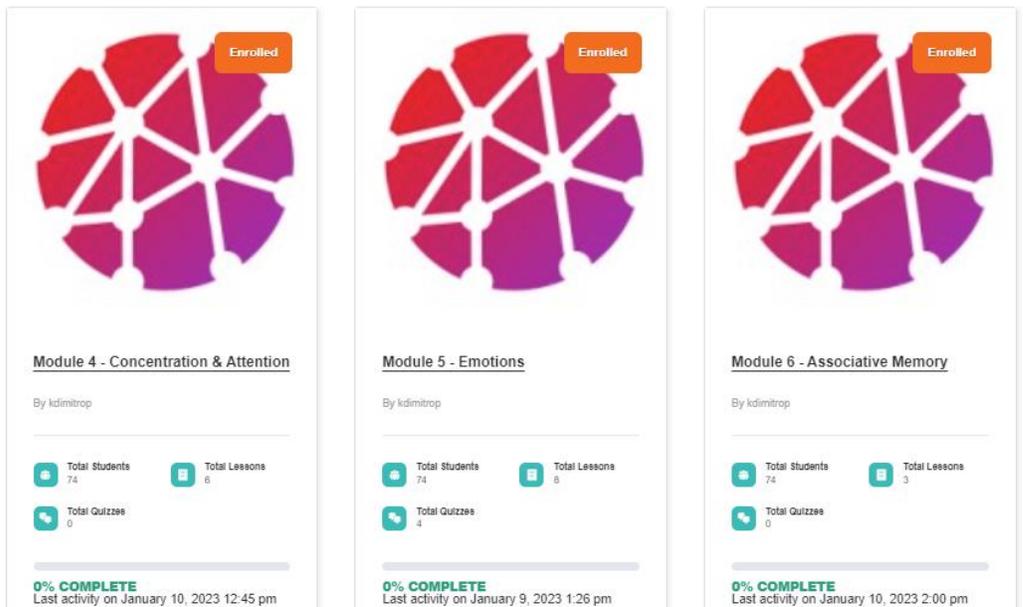


Figure A2: Neuropedagogy course grid featuring six (6) modules

14% COMPLETE 2/14 Steps

Previous Topic

Mark Com English

2019). We selected those that University educators could possibly meet in Higher Education.

Module 2 – Neuromyths in Education

Step 1: Formulation of the problem/current belief
2 Topics

Step 2: Input
6 Topics

- A. What is a Neuromyth?
- B. Why do Neuromyths persist in schools and colleges?
- C. Example Neuromyths in Higher Education
- D. Other Neuromyths
- E. How to Spot Neuromyths
- F. Additional Resources

Step 3: Reflection
2 Topics

References

Neuromyth No 1: Learning Styles



Description of the Neuromyth

Torrijos-Muelas M., González-Villora S., Bodoque-Osma, A. (2021) mention that closely related to education, we can find the neuromyth of the visual, auditory, and kinesthetic (VAK) learning styles. There are three mythical conclusions about the learning styles. The first erroneous conclusion that can be drawn from this kernel of truth is that there are auditory, visual, haptic and intellectual learning styles, as Vester (1975). The next erroneous conclusion drawn is that people learn better when they obtain information in accordance with their preferred learning style. Finally, the third erroneous yet widely disseminated conclusion is that teachers must diagnose their students' learning styles and take them into account in instruction. According to Grospletsch and Mayer (2021b), the *kernel of truth* behind this neuromyth is that people differ in the mode in which they prefer to receive information (visually or verbally, e.g., Höffler et al., 2017).

The effects of the Neuromyth on Education

Figure A3: Focus mode reducing cognitive load and improving learner attention

Watch the video and get acquainted with the system responsible for the generation of emotions. Which are its main elements?

Emotions: limbic system | Processing the Environment | MCAT | Khan Academy



Watch on YouTube

The emotional brain - emotion creation, processing and transmitting

The modern understanding of emotion creation, processing and transmitting is usually connected with James Papez' studies and findings. According to Anita Deak: "Papez (1937) has described **not one single center** for emotions (such as the thalamus or the hypothalamus) but a **neural circuit within several brain structures**. The Papez circuit consists of the *thalamus*, the *hypothalamus*, the *mammillary bodies*, the *cingular gyrus*, and the *hippocampus* (Dalglish, 2004). He has also suggested pathways among these structures where information is transmitted during an emotional state. (...)



Figure A4: Embedded YouTube video (module 6 - Emotions)

Match the elements with the statements.

Sort elements

- don't have to be specially learned
- are acquired and have to be learned
- could affect human health
- about the precise number of basic elements
- are involved in the "fight or flight"
- depend greatly on the functions of amygdala
- by cognitive processes
- is connected to pleasant experiences
- depend greatly on the functions of Orbitofrontal Cortex
- refers to the emotion's intensity
- refers to the specific emotional content
- take part in the regulation of anger
- is experienced when a goal is achieved or personal abilities are revealed
- evolved in evolution for the purpose of survival

| | |
|--------------------------------------|--|
| Basic emotions | |
| Secondary emotions | |
| Arousal | |
| Valence | |
| There is no consensus | |
| Basic emotions evolved | |
| Secondary emotions are triggered | |
| The generation of secondary emotions | |

Figure A5: Quiz-matching activity

Wrapping up

Module 4 – Concentration & Attention > Wrapping up

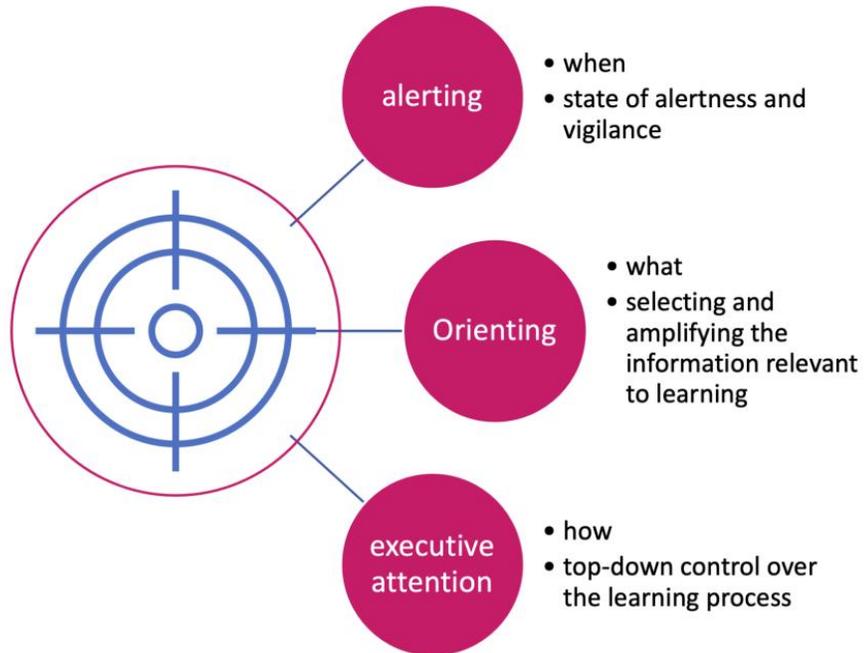


Figure A5: Explanatory schema (module 4 - concentration and attention)

ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
UNIVERSITY OF P
@kdimitrop
Active en este momento

Activity Profile Notifications Messages Friends 7 Groups 1 Forums Media Settings

View Edit Change Profile Photo Change Cover Image

View Profile

BASE

| | |
|------|-----------|
| Name | kdimitrop |
|------|-----------|

Figure A6: User profile in the Neuropedagogy community of practice