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The Brain Goes to School

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Message from the Guest Editor

Dear Colleagues,

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, education. Fundamental and 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.













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Message from the Editor-in-Chief

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Rapid Publication: manuscripts are peer-reviewed and a first decision is provided to authors approximately 15.6 days after submission; acceptance to publication is undertaken in 2.5 days (median values for papers published in this journal in the second half of 2023).

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