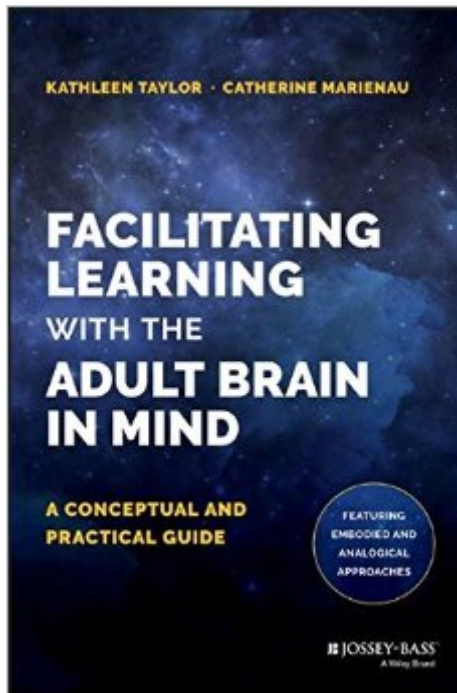


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Facilitating Learning With The Adult Brain In Mind: A Conceptual And Practical Guide



Synopsis

Practical "brain-aware" facilitation tailored to the adult brain *Facilitating Learning with the Adult Brain in Mind* explains how the brain works, and how to help adults learn, develop, and perform more effectively in various settings. Recent neurobiological discoveries have challenged long-held assumptions that logical, rational thought is the preeminent approach to knowing. Rather, feelings and emotions are essential for meaningful learning to occur in the embodied brain. Using stories, metaphors, and engaging illustrations to illuminate technical ideas, Taylor and Marienau synthesize relevant trends in neuroscience, cognitive science, and philosophy of mind. Readers unfamiliar with current brain discoveries will enjoy an informative, easy-to-read book. Neuroscience fans will find additional material designed to supplement their knowledge. Many popular publications on brain and learning focus on school-aged learners or tend more toward anatomical description than practical application. This book provides facilitators of adult learning and development a much-needed resource of tested approaches plus the science behind their effectiveness. Appreciate the fundamental role of experience in adult learning Understand how metaphor and analogy spark curiosity and creativity Alleviate adult anxieties that impede learning Acquire tools and approaches that foster adult learning and development Compared with other books on brain and learning, this volume includes dozens of specific examples of how experienced practitioners facilitate meaningful learning. These "brain-aware" approaches can be adopted and adapted for use in diverse settings. *Facilitating Learning with the Adult Brain in Mind* should be read by advisors/counselors, instructors, curriculum and instructional developers, professional development designers, corporate trainers and coaches, faculty mentors, and graduate studentsâin fact, anyone interested in how adult brains learn.

Book Information

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Customer Reviews

Back in the 1970s I was director of experiential learning at the institute of research at the University of Alabama " I thought that the old Chinese proverb said it so well..". I hear and I forget..I see and Remember..I do and Understand. " I had listed 32 observation that tend to support experiential learning. And Garry Shirts another pioneer in the development of experiential learning listed 12 hunches about Simulations games as educational tools. But science calls this anecdotal evidence. (doesn't prove anything) Except the fact that results showed over and over that it WORKED. Now 40 years later this well written, informative book presents conclusive evidence that confirms what us early pioneers believed. Experience is the best teacherWhat a pleasure I get from reading this book

I have been anticipating the release of this book. From page 1 and on, I am not disappointed.The book is packed with information and contains valuable insight from practitioners. As a professor I am drawn to the chapter endings that give a "Pause for Reflection" that allows me to make connections to my own practice. Throughout the book I was impressed to see "Key Ideas' and "Further Reading" sections that are wonderful lists of information.I know I will use this book as a resource and I anticipate bringing it into graduate level courses in adult education that I teach.

A conceptual and practical guide, in deed: this is a brilliant collection and integration of the stuff that was trained out of us educators, a delightful counterpoint to Descartes (I feel, therefore I am), and one of the few sources that brings forward the majestic work of John Heron. . . I love it, and have gifted many of my colleagues with the book (and I hope, its wisdom). The book supports us with conceptual framing and abundant practical tools, and challenges us to educate the whole persons of our students. Thanks to both of you for this act of "conceptual and practical" leadership. . . Dean

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