

The Science of Learning: Breaking News

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Abstract

We begin with a paradox. On one hand, *not nearly enough* is known about exactly how learning takes place in the brain, although exciting new results are emerging thanks to improved brain imaging and a greater focus on neuroscience by government and universities. But this research is just beginning, and a much larger effort and investment are needed to answer even the most basic questions. On the other hand, *more than enough* is already known about what best promotes learning to motivate and drive educational reform for years to come. This is a report from the front lines of both research and educational implementation. This information should prove of use to anyone—teachers, students, parents, patients, and health practitioners—who is concerned about how best to improve formal or informal teaching and learning, to help people remember complex instructions, or to change unhealthy habits and practices.

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