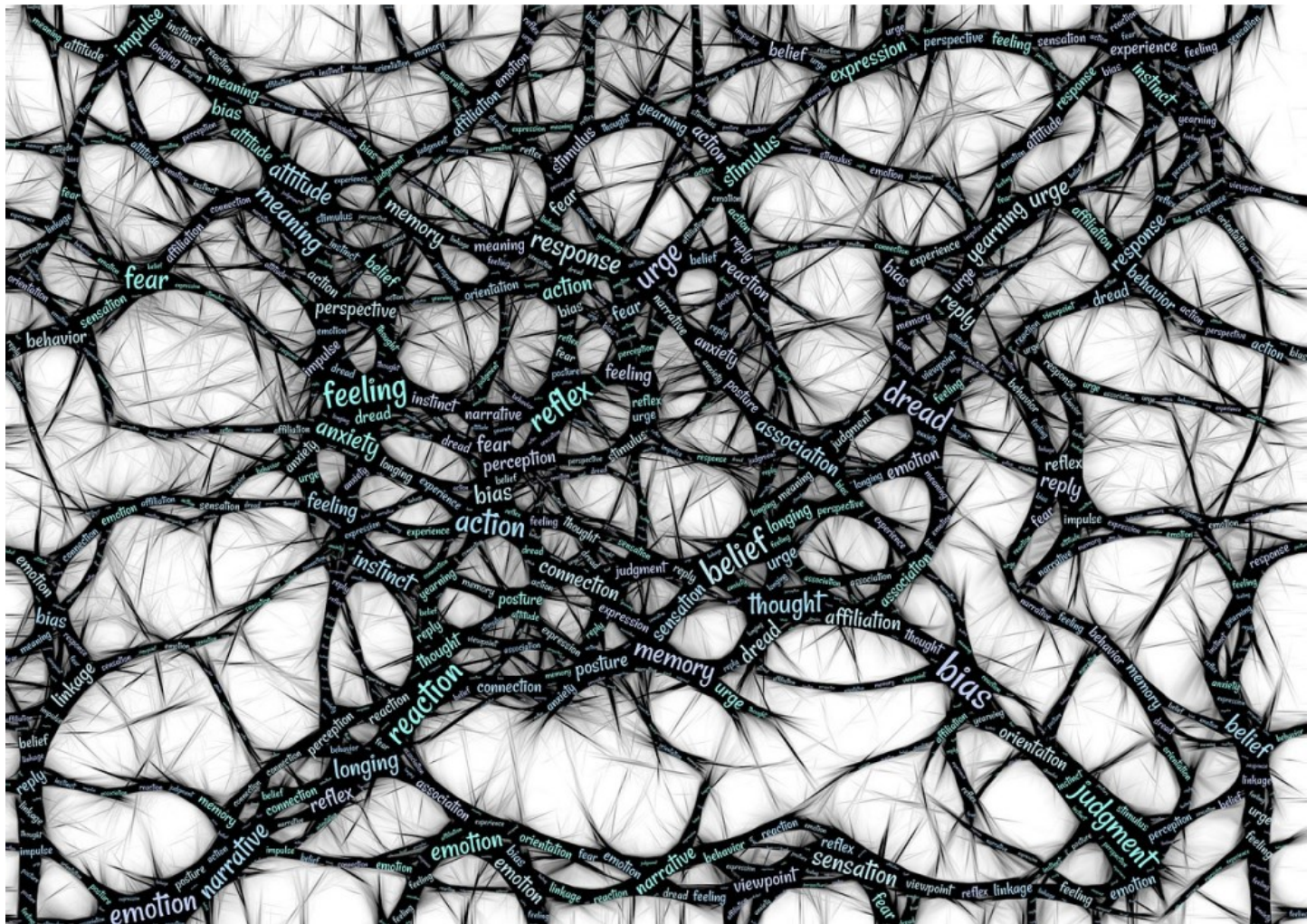


Neuroscience related to educational technology

The answer lies in how the construction of the content is designed.



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Much is said today about neuroscience and how it relates to the many segments and areas of study. In education, evolution is evident, and how much scientists around the world have done to advance research in this area.

An important example of this is the research and theories of the American psychologist, David Ausubel (1918-2008). That among so many studies presents his meaningful learning theory, a process that occurs during the reception of information. Where he reports that the teaching process needs to make sense to the learner.

Just like Malcolm Knowles, (1913-1997), when referring to the principles of andragogy, where the adult brings life experiences and knowledge to learning experiences. Adults need to understand the relevance to learn certain content.

All these studies related to learning are somehow anchored in neuroscience. Comparing to software that is developed with frontend and backend, it could be said that in educational technology, neuroscience is

the backend, that is, the science and intelligence behind the software. And the digital interface is the frontend of the user experience.

Digital learning objects, educational content converted to texts, images, videos, games, and the most varied types of interactive activities are only the digital interface of the complex solution behind it all.

With the [advancement of educational](#) technology and distance education, hundreds of certifications appear on the market with incredible promises of learning about certain subjects. But are these tools and training really promising?

The answer lies in how the construction of the content is designed. Knowing that the main objective of any certification must be the assimilation of information, it is vital to understand how our brain works to assimilate any information. And it all starts with the synaptic process in our neural network.

Once a nerve impulse is transmitted, neurotransmitters are released in the synaptic cleft, linking transmitters and receptors in the presynaptic cleft to the postsynaptic cleft. A complex but routine neural process in our brain.

As stated earlier, the fundamental relationship between neuroscience and educational technology is in the way in which these contents are transmitted.

In this way, the [construction of any educational content](#) or digital experience must be elaborated from a primary study considering objectives, tools, and means of communication for the transmission of certain content.

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