



# TEPE

# 2018

Teacher Education Policy in Europe

TEPE Network

## PROGRAMME AND BOOK OF ABSTRACTS

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UNIVERSITY OF MINHO

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<p><b>ID 079</b> FOR A REFLECTION IN NEUROEDUCATION – BRAIN-BASED LEARNING METHODS PRINCIPLES AND ITS APPLICATION IN HIGHER EDUCATION LEVEL</p>	<p><b>Maria Augusta R. Veiga-Branco &amp; I. Ribeiro</b> Instituto Politécnico de Bragança, Portugal</p>
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<p><b>ID 124</b> TEACHERS' DRIVING INNOVATION AND STUDENTS' LEARNING STRATEGIES IN OCCUPATIONAL MEDICINE</p>	<p><b>J. M. Castellote, G. Hervás</b> U. Complutense de Madrid, Spain <b>R. Martín</b> Riga Business School, Latvia</p>
<p><b>ID 125</b> EDUCATIONAL RESEARCH RELATED TO WORKLOAD AND LEARNING APPROACHES IN OCCUPATIONAL MEDICINE</p>	<p><b>J. M. Castellote</b> U. Complutense de Madrid, Spain <b>R. Martín</b> Riga Business School, Latvia <b>G. Hervás</b> U. Complutense de Madrid, Spain</p>

## **ID 079 - For a Reflection in Neuroeducation – Brain-based learning method Principles and its application in Higher Education level**

**Maria Augusta R. Veiga-Branco  
I.Ribeiro**

Recent neuroscience literature has been progressively presenting studies with promising results concerning the Brain-based learning method and educational neuroscience (MB-BL/EN), (Tokuhamas-Espinosa, 2008, Willis, 2010, Liu & Chiang, 2014, Ramos, 2014, Edelenbosch et al., 2015) as pedagogical practice hypothesis in Neuroscience, as way of promoting learning and facilitating memories. To know the method Brain-based learning and educational neuroscience Principles, Tenets and Guidelines, and, recognize it as standard structures in Neuroeducation to a theoretical conceptual model at higher education level. A qualitative study was carried out through a systematic review of the literature, in Neuroeducation, from three databases, RCAAP, SCielo and Scopus, in articles and theses, published between 2008 and 2018, in English, Spanish language and Portuguese expression. The resulting analysis revealed: 1) the more recent the literature on neuroscience, the more frequent is the emergence of the principles of education based on neuroscience (brain-based learning); 2) The MB-BL/EN model presents 12 Standard Principles (PP), (Tenets) and 22 Neuro-Structural Principles (NAPs), that underlie 10 Neuro-Didactic Guidelines (ONDs); 3) These principles include respect for memories and their respective neurocognitive functions, basic human needs (food, hydration, socialization), humor and affective relationship; 4) Neuroplasticity is fundamental to learning and occurs in all stages of human life; 5) Emotion, motivation, moderate stress and multisensory stimuli are scientifically related to the promotion of learning, 6) The binomial time of attention / resting time, the multisensoriality in pedagogical techniques, insert the Neuro-didactic Orientations of this method. The concepts inherent to the 22 Neuro-Structural Principles (PNE), as well as the 12 Standard Principles (PP), (Tenets), and the 10 Neuro-Didactic Guidelines (OND) (Guidelines), presented in the paradigm of brain-based learning (MB-BL/EN), reveals that this model can be conceptually developed and applied in.

## **ID 080 - Comparative Analysis between Good Teacher idealized Profile, and Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN)**

**Maria Augusta R. Veiga-Branco  
I.Ribeiro**

Neuroscience literature presents contributions to pedagogical field, in emotion and motivation (Everaert et al, 2017), attention, learning and memory (Ma et al., 2018), with pedagogical practices proposals and teaching-learning strategies, arguing teachers should recognize brain functions to new methodologies, as knowledge promoters. The practical expression of these contributions, related to teachers practice training emerged in method of Brain-based learning and educational neuroscience (MB-BL/EN), (Edelenbosch et al., 2015), through 10 Neuro-Didactic Guidelines (NDG) present in this paradigm. This study compared the Profile of the "Good Teacher", idealized by the students, with the Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN). Descriptive, cross-sectional and observational quantitative study, through the Form application: "Learning Strategies and Memories: Neuroeducation Perspective" on a snowball sample of higher education students between March and November 2017, built for this purpose, available on Google Form with electronic sending. Sample consisted of 119 students who attended a course at the graduate and masters levels in scientific health areas (Nursing, Gerontology and Dietetics and Nutrition), in the academic year 2017/2018, in a public institution in the North, with 16% male and 84% female elements, ranged in age from 19 to 36 years. From descriptive analysis of results, it was verified that sample created a teacher profile, corroborating the Neuro-Didactic Guidelines (NDG) of Neuroeducation, perceiving as determinants of "competent teacher": knowledge, respect for neurodiversity with application of active and multi-sensory methodologies, ability to stimulate and self-motivate students. The profile selected by the students, in a personal and intuitive way,