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NEUROEDUCATION: NEUROSCIENCE TO ADD VALUE TO EDUCATIONAL RESEARCH THROUGH TECHNOLOGY

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ABSTRACT

This article is about neuroeducation, within the context of neuroscience to add value to educational research through technology. In an article published in the Dana Foundation's prestigious virtual space, Hardiman and Denckla (2009) refer to the relevance of what they call the science of education, bringing to light an approach that has been consolidating in recent years, mainly in the United States, through a new multidisciplinary field of knowledge and professional practice in the areas of teaching and educational research, Neuroeducation. The aim of this article is to summarize points that have already been consolidated in relation to Neuroeducation, as well as to reflect on the urgency of disseminating its potential to support educational research based on scientific methodology, involving not only teaching-learning practices and methods from different areas of knowledge, ages and professional profiles, but also to reflect on the possible impacts of contemporary educational technologies on these practices and methods. It was also noted that such educational products need to take into account the integrity of the content; the pedagogical intentions for which they are intended; the cognitive support to fulfill these intentions; and the specific language of the media or technological solution chosen for the function.

Keywords: Neuroeducation. Neuroscience. Educational research. Technology.