

Task 2

1. LEARNING STYLES

Read the text and think of **arguments** in order to hold a **formal discussion** on the topics raised by the ideas in it. You have **2 minutes** to do this.

Your **discussion** should last for **6-8 minutes**.

Neuromyths

Who hasn't heard the statement that we only use 10 per cent of our brain? That listening to Mozart's music makes you smarter or that most learning happens in the first three years of life? Or that a person who is "right-brained" is more creative? Another widespread idea is that we are either visual, auditory or kinesthetic (more sensitive to touch) and that we learn better according to these "styles."

All these claims are in fact "neuromyths" — false beliefs about the brain and learning, none of which are scientifically based. In short, you are as likely to get a visit from the Tooth Fairy as you are to learn how to paint a sunset faster, supposedly because you are a "visual" person.

Many false beliefs in education are based on a simplistic conception of how the human brain works. Could the inclusion of a university neuroscience course in teacher training counter neuromyths? Plausible, but unfounded. Taking a course would improve neuroscience knowledge among future teachers but likely without reducing their false beliefs.

All is not lost, however. Rebuttal texts, in which scientific arguments are raised to debunk neuromyths, are promising. Coupled with personal reflections, these texts reduce these false beliefs in apprentice teachers. However, one question remains: will their future practice be free from neuromyths? That is far from certain.

Luc ROUSSEAU, *The Conversation*, 7/20 [edited]



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