



Dear Biology Educator

As educators interested in biology, we have a wonderful opportunity for encouraging our students' attention to how they are learning. Notice I did not say "learning." The research choice of words is not how I can apply the research gained from brain research to classroom instruction. Instead, based research, I can talk about the process of scientific and molecular biology as well as anatomy and physiology. This research also provides approaches that encourage cognition by my students.

Most introductory biology courses begin with the structure of the cell. I use this as my reference point. However, the function of structure and how it takes place. I begin with research to discuss what we have found: learning is the formation of networks. I talk about neurons and their connections and that learning is making more connections. This also informs us that most of the brain can be used for learning. So we must create experiences and activities that elicit more brain activity. I hear that the class goal is to make many neurons active about biology. In the future, we will be learning how to teach biology concepts.

Frequently, we are told that another aspect of the role of emotions in learning. Eric Jensen, in his book *Learning: The New Science of the Brain and Training*, points out that emotions are survival mechanisms using these strong memory and the connection is strong. Here is where we encourage students to reflect on