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	Autore	Howard-Jones Paul
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	Sommario/riassunto	Amongst educators, scientists and policy-makers there is a growing belief that the field of education can benefit from an understanding of the brain. However, attempts to bring neuroscience and education together have often been hampered by crucial differences in concepts,

language and philosophy. In this book, Paul Howard-Jones explores these differences, drawing on the voices of educators and scientists to argue for a new field of enquiry: neuroeducational research. Introducing Neuroeducational Research provides a meaningful bridge between two diverse perspectives on learn