

LEARNING PROGRAMME

Lessons from Neuroscience – What Can Neuroscience Teach Us About Learning?

5-DAY COURSE

25 learning hours | Course programme

Lessons from Neuroscience – What Can Neuroscience Teach Us About Learning? – 5-Day Course

Introduction and Description

This intensive 5-day programme offers a rigorous, interdisciplinary exploration of contemporary neuroscience and its pedagogical implications, focusing on how cognitive, emotional and environmental factors shape learning processes in school settings. Drawing on research in neuroanatomy, cognitive psychology, memory science, executive functioning, social and emotional learning (SEL), transformative learning and brain-targeted teaching, the course provides a theoretical and practical foundation for understanding how the brain perceives, processes, stores and retrieves information.

Participants critically examine the neurological mechanisms underlying attention, motivation, stress, emotional regulation and metacognition, and analyse how these mechanisms interact with classroom conditions, instructional design, and learner behaviours. Through experiential workshops, modelling, inquiry tasks, and arts- and movement-based strategies, teachers investigate how instructional choices can optimise cognitive readiness, deepen understanding, reduce cognitive load and strengthen learner engagement.

A core aim of the programme is to support teachers in translating neuroscientific insights into coherent, evidence-informed learning experiences. Participants practise designing and evaluating brain-compatible lessons, integrating multimodal teaching approaches, SEL routines, cognitive activation techniques, and formative assessment tools. The programme culminates with a micro-teaching and a personalised “Neuro-Informed Teaching Plan,” enabling participants to apply theoretical constructs to their own educational contexts.

Methodology and Assessment

The course employs an experiential, research-informed methodology combining expert input with hands-on workshops, collaborative design tasks, arts- and movement-based activities, and inquiry-led exploration. Participants engage in modelling, guided experimentation, reflective dialogue and micro-teaching to bridge theory and practice. Continuous formative assessment includes observation, self-reflection tools, peer

feedback and structured discussions. The final micro-project presentation serves as the summative demonstration of participants' capacity to interpret neuroscientific concepts and apply them to pedagogical design.

Learning Objectives

By the end of the course, participants will be able to:

1. Analyse core neuroscientific concepts—neuroplasticity, cognitive load, attention systems, memory structures, executive functions—and articulate their relevance for learning.
2. Apply principles from brain-targeted teaching to the design of emotionally supportive, cognitively efficient and pedagogically coherent learning environments.
3. Integrate movement-, game-, and arts-based approaches to activate cognitive processes, enhance motivation and promote deeper conceptual understanding.
4. Use SEL-informed strategies to foster emotional safety, self-regulation and classroom climates conducive to sustained engagement.
5. Implement inquiry-based learning principles that promote curiosity, meaningful exploration and durable memory formation.
6. Critically evaluate educational practices in terms of neuroscientific evidence and identify opportunities to reduce neuromyths in teaching.
7. Design and present a micro-project demonstrating the operationalisation of neuroscientific principles in classroom instruction.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 400 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't

cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (25 didactic hours - 5*45min per day) Monday to Friday	
Day 1	WELCOME & SETTING THE FOUNDATIONS
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Memory processes
11.15 - 11.30	Break
11.30 - 12.15	Cognitive load and classroom realities
12.15 - 13.00	Redesigning a learning task using memory-friendly sequencing & attention boosters
Day 2	BRAIN-TARGETED TEACHING & EMOTIONAL CLIMATE
09.00 - 09.45	Introduction to the Brain-Targeted Teaching Model (targets 1–3)
09.45 - 10.30	Role-play and case studies
10.30 - 11.15	Brain Targets 4–6
11.15 - 11.30	Break
11.30 - 12.15	Converting a traditional lesson into a brain-targeted sequence
12.15 - 13.00	Identifying opportunities to integrate brain-targeted decisions across subjects
Day 3	SOCIAL & EMOTIONAL LEARNING, MOTIVATION, FUN & ENGAGEMENT
09.00 - 09.45	Social and Emotional Learning (SEL) from a neuroscientific perspective
09.45 - 10.30	The adolescent brain
10.30 - 11.15	Anatomy of Fun
11.15 - 11.30	Break

11.30 - 12.15	Cognitively activating games, routines and motivational hooks
12.15 - 13.00	Daily classroom routines to support emotional readiness and cognitive activation
Day 4	MOVEMENT, ARTS-BASED LEARNING & INQUIRY
09.00 - 09.45	Movement and cognition & Brain Gym
09.45 - 10.30	Cognitive games, movement tasks and classroom-ready brain activators
10.30 - 11.15	Transformative learning through arts
11.15 - 11.30	Break
11.30 - 12.15	Using drawing, drama or music to deepen understanding of academic content
12.15 - 13.00	Inquiry-based learning & fieldwork-inspired activities
Day 5	APPLICATION, MICRO-TEACHING & CLOSING
09.00 - 09.45	Development of individual “Neuro-Informed Teaching Plans”
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.

**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.