

Preface

The exploration of our “universe within” is in full swing. From designer drugs such as Prozac and Zoloft to catchy terms such as EQ and MRIs, the media is abuzz with the almost daily discoveries of how the brain functions and how that functioning can be monitored, improved, and even re-created. Popular magazines publish weekly articles on brain-related stories and feature editions that devote whole issues to the mysteries of the human brain.

In fact, the nation and the world are fascinated by the findings in brain research, including discoveries about sleep cycles, gender differences in physiology and processing, windows of opportunity and critical periods, and how the brain remembers, reads, and regenerates. Brain references pop up everywhere. People are aware of the dendrites in their brains, the myelination of the axons, the effects of nutrition and exercise on brain functioning, and the balance of the nature/nurture puzzle. The medical world taps into the research and discovers groundbreaking revelations connecting brain chemistry and disease. Many educators are tuning in to brain-friendly strategies for learning.

With all this interest in the brain and the vast amount of information about the brain inundating the media, the need for an informative and practical book for teachers seems imminent. Thus, it is the purpose of *Brain-Compatible Classrooms* (3rd edition) to bring the message of brain research and its implications for the classroom to educators in a user-friendly format.

Yet a word of caution is needed. The landscape of brain research changes almost daily. Be aware that information presented in this book is open to debate and alteration as new insights emerge. Take responsibility to read more on your own, concentrating on the resources cited within the past three years. Be a brain-wise consumer.

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