



Consortium for
**Entrepreneurship
Education**

NEW BRAINS ARRIVE IN THE CLASSROOM

In the spring of 2005 the University of Washington released a long term study on learners age three to ages nine. The University of Washington study defined that "new brains" are indeed reaching the classroom in majority numbers. Additional data on "new brain" publications that report the latest whole brain learning theories can also be found at www.superteaching.org.

The University of Washington multi year trial included a large learner study group with published papers released in April 2005; the published papers defined the new neural pathways in all "new brains" for the entire study group, represented fixed hard wiring changes in the new brains. These new brains demonstrated MRI confirmed synapse path changes in all learner brain neural pathways, not seen in earlier trial studies of brains less impacted by multi media at critical brain growth ages. By moderating control groups for the defined age categories it was specifically demonstrated that every hour of multi media accelerated "new brain" synapse development in unexpected patterns. The study proved a long held theory by educational theorist that every hour of multi media over base lines of two multi media viewing hours per day, produce a minimum 10% increase in the later ADD learner disadvantage in the general population.

This data is important because the average western child is experiencing six to eight hours of multi media in the form of multi media led books, games, computers, television, movies, and teaching aides in the home. These new "ipod generation technologies" are developing "new brains" with a hard wiring propensity to learn differently. All recent studies confirm multi media conditioned new brains learn differently than earlier generations. The brain itself has been altered, perhaps forever. What is not known is how the traits of new brain learners will be passed on to future generations. Trials in this area have just been initiated via several university studies in the United States and in Europe.

The new brains (age thirty five and down at time market Feb 2006) are now reaching classrooms. This fact relates to age groups in which now proven multi media stimulation impacted learner brain development. Researchers remain divided on posting a date of 1966 to 1976 as the core date into which brain learner issues related to NEW BRAIN symptoms became chronic to conventional classroom learning. A safe zone from 1976 appeals to all field researchers as a fixed date in time in which the majority of learners are demonstrating common "new brain" learner characteristics.

All new brains exhibit a hard wiring 45% to 65% on average, for a propensity of chronic learning disorders when studies occur in old classroom construction and information pacing. We have labeled classrooms that are not remodeled as "old brain" classrooms". Old brain classrooms present challenges to New Brains that experienced faculty find increasingly frustrating to manage.

The learning disorder evidenced by new brains is now "epidemic" now effecting classroom learning suggests a new model for classroom design, as the new brains can not rewire themselves. The University of Washington Studies coupled to recent papers by Dr. Lee Pulos professor Emeritus of the University of British Columbia in clinical psychology (a New York Times Best Selling Author on the topic of accelerated learning) , report that one problem with "new brains" is not that the "new brain" can not concentrate and learn in normalized fashion. Rather the problem is that the "new brains" can not continue to concentrate in old brain classrooms. The studies suggest the hard wiring of the "new brains" makes the "new brain" a defacto Super Learner. However "new brains learn differently".

The old brain classroom design when modified permits the new brain to concentrate continuously if the pattern (lesson plan) is shifted by automation to facilitate elevated concentration for "new brains". In effect retro fitting old brain classrooms makes existing classrooms "new brain" classrooms overnight with no adjustment to the lesson plan or requirement for faculty retraining.

The curriculum was not adjusted for new brain classrooms nor was the faculty retrained or redeveloped to facilitate normalized learning across all learner groups where new brains (everyone age thirty five or lower) comprise the student body. Up to eleven learning disorders where normalized with the reconstruction of old brain classroom design to new brain classroom design.

It was proven that existing curriculum employing existing lesson plans and existing faculty technique when "supported" by pattern reinforcement behind the live faculty produced a radical test score improvement for the "new brain" study group. Unassisted in old brain classrooms the same material caused the "new brains" to perform at below standard in all learning categories. When pattern reinforcement support technology was utilized behind the live faculty member "new brains" achieved superior test scores. New brain classroom design produces superior learning results for all categories of learners.

Over a twenty two year research effort study team (the International Learning Trust of Huntsville Alabama) concludes that the design of classrooms is much like a model T Ford. In the ILT view the "new brains" are the equivalent of the star ship Enterprise. Attempting to place the star ship Enterprise into the back seat of a model T Ford steadily reorders core skills in the general learning population. Old brain classrooms are steadily moving a top ten learning performer nation (the United States of America - perhaps the most advanced "new brain multi media factory) to ever lower standards in nation to nation comparison of learner performance as reported by the US Department of Education from 1976 to the present . Other nations are producing thirty nine hundred hours of classroom learning for their "new brains" each year. America is producing only seventeen hundred hours of learning for our "new brains" each year. America is delivering two thousand less educational hours each year per individual learner. Perhaps equally as important each hour of learning in many new brain classrooms outside the United States include classroom redesign. New Brain classrooms deliver core education in which each individual hour of education has been improved. Such classrooms presently exist primarily outside the US greatly assisting "new brain learning" performance. A growing group of experts believe classroom retrofitting is a priority next step in public education.

The ILT concludes that teaching art alone will not result in improved performance for new brains without minimum classroom redesign. As the majority of learners now reaching classrooms are "new brains" and the fixed hard wiring of the "new brain" precludes improved performance, only redesign of the classroom can achieve desired learning acceleration. A discussion in public education on the impact of retro-fitting classrooms with "new brain" pattern reinforcing automation can help America learners lead in science and math in a reasonable time frame. The investments to create "new brain friendly" classrooms are small given the cost to miss the opportunity to modernize classroom design.

Multi Media new brain conditioning is here to stay. The pace of new brain adaptation to the super stimulus is accelerating. As the hard wiring of the "new brain" is fixed adapting classroom construction to match "new brain" pacing seems the appropriate near term response for education planners.

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