

Neuroscience & metaphor: implications for e-learning

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Metaphor is the way we learn, not just a figure of speech

Metaphor can become an even more powerful tool for the educator who heed neuroscience explanations how metaphorical language and motor activity are inextricably linked in the physiology of the brain.

Practical methods to add value to e-learning and distance learning

Summary (1) Metaphorical language used with students + (2) kinesthetic teaching and (3) lecturer as a ‘hands-on thinker’.

- Deliberate use of relevant metaphors for online teaching and discussion.
- Conversation and story methods to include kinesthetic elements.
- Develop exercises with a spatial context to aid deeper responses.
- Reflective diary design revised to help student tell their story.
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- Make significant the connection between e-learning theory and the practical physical activity through metaphor in the e-learning environment.
 - Ontology becomes embodied in physical aspects of study design.
 - Ethnography students explore their physical presence in study environment.
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- Explicit teaching about metaphor and neuroscience in workshops for students that explore thinking to help students through online learning.
- Consider resource creation process as a craft with artifacts.
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- Online teaching environment technologies informed by research to deepen engagement.
 - Design of resources explores the value of video as a teaching *artifact* with embodied learning.
 - Video as whole body experience.
 - Use of methods in digital audio discussion and feedback.

Workshops and Lectures

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See website for background details <http://www.mhmvr.co.uk>

