

- (1) Chapters 1, 2, 3, & 5 of “How People Learn: Brain, Mind, Experience, and School” (Committee on Developments in the Science of Learning. 2000). These readings are available free on the web: [http://www.nap.edu/openbook.php?record\\_id=6160](http://www.nap.edu/openbook.php?record_id=6160)
- (2) “Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom" (Daniel T. Willingham, Jossey Bass Press, 2009). Approx. cost \$17.00.
- (3) Chapters 8, 9, & 10 of “**Topics in integrative neuroscience : from Cells to Cognition**” (Ed. James R. Pomerantz; Cambridge University Press 2008). These are not very accessible to a non-expert, BUT once my students chunk the content of the minute sketches for this class, they do quite well with these readings.
- (4) “The Cambridge Handbook on Expertise and Expert Performance” (2006. K.A. Ericsson, N. Charness, P.J. Feltovich, and R.R. Hoffman, Eds.). *Browse the chapters...*

Chapters in “How People Learn” provide an introduction to the cognitive science of learning and the brain. Chapters in Willingham discuss new findings and relate them to teaching. Chapters in Pomerantz cover structure and function of brain areas involved in two major types of learning: declarative/explicit memory which relies on the medial temporal lobe of the brain, including the hippocampus, and nondeclarative/implicit memory, which is independent of these areas. Chapters in the “Handbook” review research into the development of expertise.