Introduction to Cognitive Science Lenka Kostovičová

NEUROMYTHS

AS AN ILLUSTRATION OF KNOWLEDGE TRANSFORMATION



do you know which statements aren't correct?

Masaryk, R., Bašnáková, J., & Kostovičová, L. (Trans)formation of Knowledge in Teaching of Psychology

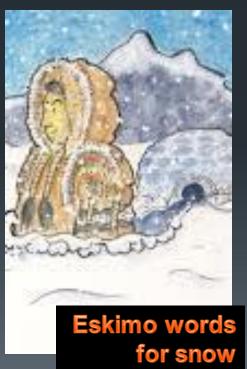


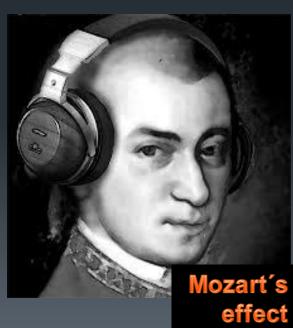
Jourard's touching frequency

"The well-known theorem says that success in politics equals 7% content, 38% tone of voice and 55% body language, nonverbal communication."

(Iveta Radičová, Reflex, 2011, 22).

Mehrabian's





numbers

NEUROMYTHS

- common misconceptions about brain mechanisms, which are taken for granted in today's society
- "a misconception generated by a misunderstanding, a misreading, or a misquoting of facts scientifically established (by brain research) to make a case for use of brain research in education and other contexts" (OECD, 2002)

Dekker, S., Lee, N. C., Howard-Jones, P., & Jolles, J. (2012). **Neuromyths in education: Prevalence and predictors of misconceptions among teachers.**

- 242 teachers from UK & Netherlands
- believed 49% neuromyths
- higher knowledge → more likely to believe neuromyths



"brain as authority"

2, 4, 5, 7, 9, 10, 11, 12, 15, 19, 21, 22, 25, 28, 30, 32

- Dekker S, Lee, N. C., Howard-Jones, P., & Jolles, J. (2012). Neuromyths in education: Prevalence and predictors of misconceptions among teachers. *Frontiers in Psychology*, *3*, article 429, 1-8.
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- McCabe, D. P., & Castel, A. D. (2008). Seeing is believing: The effect of brain images on judgments of scientific reasoning. *Cognition*, *107*, 343–352.
- Waterhouse, L. (2006). Inadequate evidence for multiple intelligences, mozart effect, and emotional intelligence theories. *Educational Psychologist*, *41*, 247–255.
- Weisberg, D., Keil, F., Goodstein, J., Rawson, E., & Gray, J. (2008). The seductive allure of neuroscience explanations. *Journal of Cognitive Neuroscience*, *20*, 470–477.

"Science must begin with myths, and with the criticism of myths." Karl Popper

