



Dear Applicant,

Congratulations on your offer of a place on the Neuroscience and Education pathway in our Msc in Education! I am very much looking forward to welcoming you in September.

Prior to your arrival, I want to take this opportunity to highlight some key features of the programme and recommend some initial reading.

Neuroscience and Education is a very young but very rapidly developing area. It is particularly important to do some pre-reading, because most students arriving on the course have experience and knowledge in either neuroscience OR education but rarely both.



Pre-reading

There are several free resources already on the internet in both areas, but please be careful about their quality. For those seeking an initial primer on the brain, you might like to try The Society for Neuroscience's free Brain Facts book: <http://www.brainfacts.org/book>. After that, I would progress to reading [The Student's Guide to Cognitive Neuroscience](#). These are great resources for those who haven't encountered much neuroscience before. In terms of beginning to think about how neuroscience relates to education: ["Neuroscience and Education: A Review of Educational Interventions..."](#) which is free and [Introducing Neuroeducational Research](#) for thinking more deeply about the issues in working across these two disciplines.

Dissertation : What is your burning question?

Students on this pathway will also be conducting their own research project with one of us, for their dissertation. This year's students have chosen a number of very interesting areas. Here are just a few examples:

- "The effects of working memory training on the fluid intelligence of adults"
- "Teachers scientific understanding of learning processes"
- "Prevalence of neuromyths in schools in Indonesia"
- "The effect of multimedia vs unimodal presentation on self-reported engagement and the neural correlates of attention as measured by EEG"

Facilities and Activities



We have a small laboratory area which is usually buzzing with students during data collection season.

We also take some time out for networking activities too. The [Bristol Neuroscience Festival](#) runs every 2 years – including this year (March 2018) and students on your pathway often volunteer to help out. This is a great chance to hone your public engagement skills and meet neuroscientists from across the university and beyond.



In between working on their assignments and dissertations this semester, students helped with an fMRI study that will allow them to see inside their own brains.

In this study, we got participants to play an education game in the scanner so we can understand changes in dopaminergic activity in the brain's reward system.

And we socialise. This year, we visited the local Exploratorium



Neuroscience and Education Staff

Your lecturers and tutors on the course are research-active and practice research-led teaching. [Professor Paul Howard-Jones](#) is looking forward to publishing his new book "[Evolution of the Learning Brain](#)", and will be giving a lecture to all new students on brain evolution in Welcome Week when you arrive. [Dr Shelley McKeown Jones](#) and [Dr Amanda Williams](#) are examining how storybooks can be used to encourage 4- to 6-year-olds to interact with their racially diverse classmates; [Dr Neil Ingram](#) and [Dr Katie Blakemore](#) are working on the "[Sci-napse](#)" project, which is implementing a science education intervention informed by neuroscience in 70 schools. [Dr Jo Rose](#) is working on a number of projects looking at widening participation into and through higher education, and on conceptualising inter-disciplinary research; I am looking into the brains of children with Autism and epilepsy to identify biomarkers of autism and language impairment. My projects involve neuropsychological testing of children and parent/teacher questionnaires in conjunction with neuroimaging tools such as magnetoencephalography, electroencephalography and functional magnetic resonance imaging ([Dr Shu Yau](#)).

Checklist of things to do before arriving

- **Apply for Accommodation** - The Accommodation Office is accepting [applications](#) from offer-holders who are commencing study in September 2017. University accommodation is very popular and the deadline of the end of this month (**31 July 2017**) is fast approaching.
- **Accept your offer** - The earlier we know the more preparation we can do for your arrival. If you have not already done so please [respond](#) to your offer of study.
- **Apply for a Visa (*International Students only*)** - If you are an international applicant now is the time to apply for your Tier 4 visa. Unconditional offer holders who have paid a [deposit](#) can request a Certificate of Acceptance of Studies (CAS) number. The University of Bristol has an excellent [International Office](#) and our colleagues there have vast experience in offering applicants advice and support. Contact details are available on the link above and we would recommend making use of their expertise.
- **Meet Any Conditions of Offer** - We appreciate that conditional offer-holders will meet their conditions at different points throughout the application cycle. Please ensure that as soon as you have the documents to satisfy a condition of offer that you get in touch [with us](#). We will then update your application accordingly.

We look forward to welcoming you into the Graduate School of Education community in September.

With best wishes,

Shu

Neuroscience and Education Pathway Coordinator

Dr Shu Yau, Professor Paul Howard Jones, Dr Neil Ingram, Dr Jo Rose, Dr Katie Blakemore, Dr Shelley McKeown Jones, and Dr Amanda Williams