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## Comparative Analysis between *Good Teacher* idealized Profile and Neuro-Didactic Guidelines (OND) of the Brain-based Learning and Educational Neuroscience method (MB-BL/EN)

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### Introduction

Neuroscience literature presents contributions to pedagogical field, in emotion and motivation (Everaert et al, 2017), attention, learning and memory (Ma et al., 2018), with pedagogical practices proposals and teaching-learning strategies, arguing teachers should recognize brain functions to new methodologies, as knowledge promoters. The practical expression of these contributions, related to teachers practice training emerged in method of Brain-based learning and educational neuroscience (MB-BL/EN), (Edelenbosch et al., 2015), through 10 Neuro-Didactic Guidelines (NDG) present in this paradigm.

#### Keywords:

neuroscience, neuroeducation, teachers training, Higher education students

### Aim and Method

Compare the Profile of the "Good Teacher", idealized by the students, with the Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN).

Descriptive, cross-sectional and observational quantitative study, through the Form application: "Learning Strategies and Memories: Neuroeducation Perspective" on a snowball sample of higher education students between March and November 2017, built for this purpose, available on Google Form with electronic sending. Sample consisted of 119 students who attended a course at the graduate and masters levels in scientific health areas (Nursing, Gerontology and Dietetics and Nutrition), in the academic year 2017/2018, in a public institution in the North, with 16% male and 84% female elements, ranged in age from 19 to 36 years.

### Results

From descriptive analysis of results, it was verified that sample created a teacher profile, corroborating the Neuro-Didactic Guidelines (NDG) of Neuroeducation, perceiving as determinants of "competent teacher":

- knowledge,
- respect for neurodiversity with application of active and multi-sensory methodologies,
- ability to stimulate and self-motivate students

### Discussion and conclusion

The profile selected by the students, in a personal and intuitive way, corroborated 9 of the 10 Neuro-Didactic Guidelines (DND) (Guidelines), presented in the MB-BL / EN paradigm.

This reflection shows that this model makes perfect sense, so, teachers training should be conceptually developed in this perspective

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