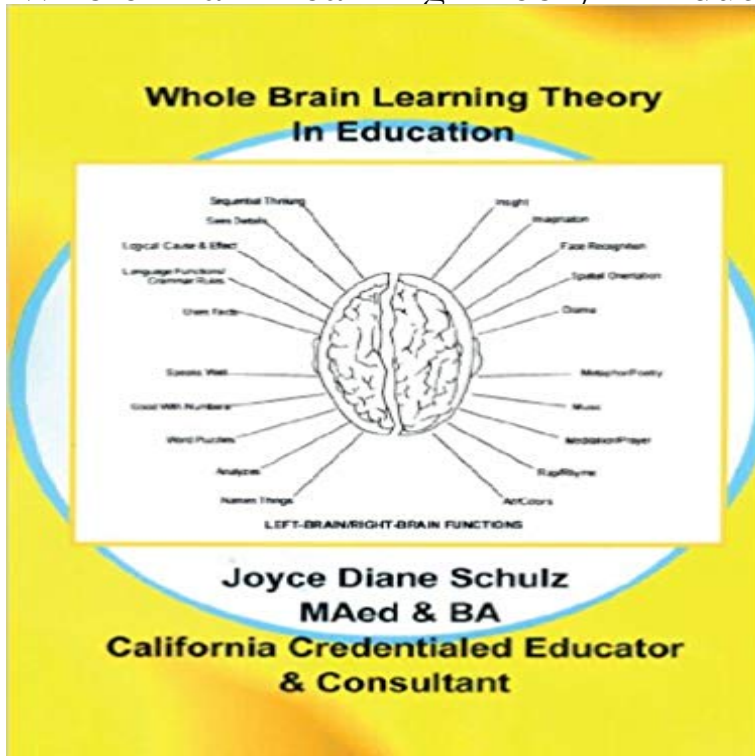


# Whole Brain Learning Theory In Education



The purpose of this Master Thesis at Argosy University in December 2010 was to identify dominant learning modalities, as understood by the nine Multiple intelligences of Dr. Howard Gardner (Garner, 1993), the intelligences of right/left-brain dominance processing fields leading to whole brain theory in education. It can be called the Balanced Whole Learner, Whole Mind/Open mind learning methods. The brain dominance seems to be part of the Multiple Intelligence preference fields (Connell, 1996). Fifty secondary students, ten diverse adult learners, two administrators and eight teachers were part of the surveys done through 2009-2010. At the back of the text are diagnostic surveys, a potential interested person can take to determine their dominant learning styles. The questions that were asked was whether or not the adult learner or students were aware of the learning style preferences, and did they want to be aware of them. The second focus was did their heritage, language, culture, educational level, or gender affect their learning style preferences? The researcher found positive data that supports these issues. The other information supports that brain dominance, MI theories are interwoven within each other as a composite Whole Brain Learning Theory. The text gives resources, findings and recommendations on how it can be implemented in a public school learning environment. The modalities can be integrated into a composite whole, and not separate categories, but an interwoven process to discover a persons brain processing. This is a valuable resources for an administrator, teacher, student, and adults to understand their unique method of processing information called the Whole Brain Learning Theory of education.

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