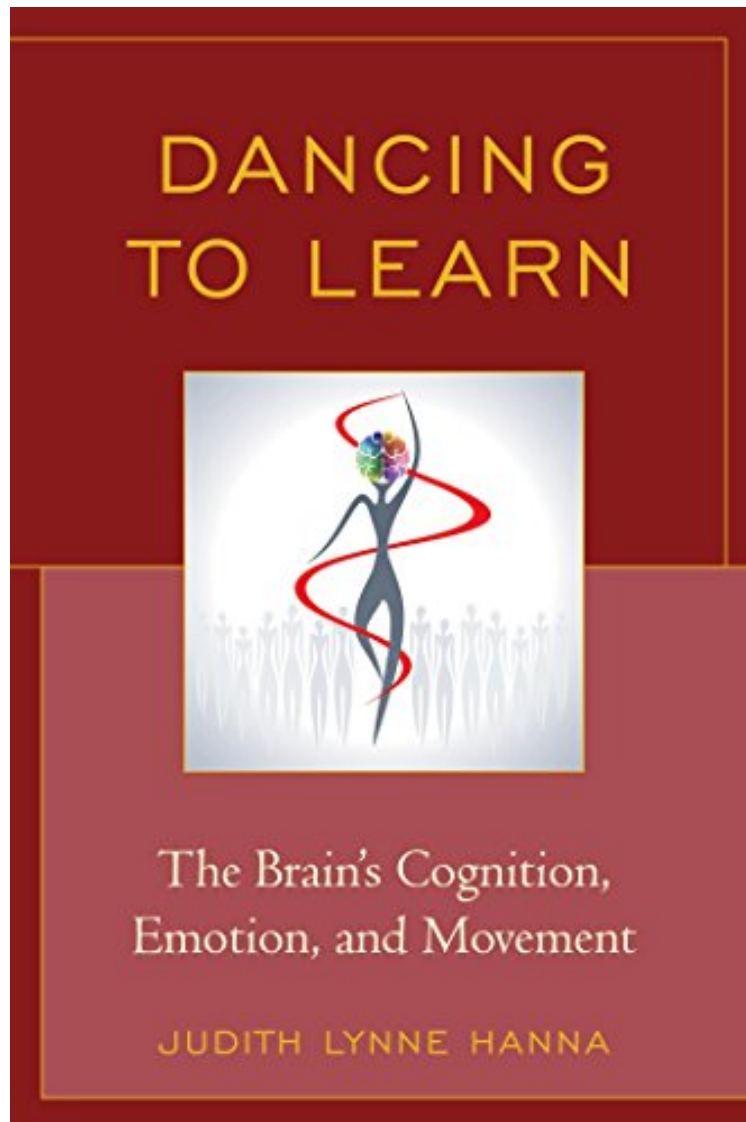


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Dancing to Learn: The Brain's Cognition, Emotion, and Movement

Judith Lynne Hanna

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Judith Lynne Hanna : Dancing to Learn: The Brain's Cognition, Emotion, and Movement before purchasing it in order to gauge whether or not it would be worth my time, and all praised Dancing to Learn: The Brain's Cognition, Emotion, and Movement:

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Dancing to Learn by Author Judith Lynn Hanna relates to how our brains' cognition response is the

key to learning movement. With thorough explanation of how the human brain works, Hanna shows us how to use that knowledge in a pedagogical approach to not only help us as educators learn but how we can relay information to our students more efficiently. As our society changes their prospective on dance to something other than being entertaining, it has become more intriguing to educators and scientists and as to how we can observe connections between the human body's response and how we move. This book is a great read for any level dance educator as it explores many different scenarios of movement and how our brain functions to carry out many tasks. If you are one who is simply interested in how the brain works or are an educator of any subject matter aspiring to integrate movement in your classroom, this book is a useful tool.

Dancing to Learn: Cognition, Emotion, and Movement explores the rationale for dance as a medium of learning to help engage educators and scientists to explore the underpinnings of dance, and dancers as well as members of the general public who are curious about new ways of comprehending dance. Among policy-makers, teachers, and parents, there is a heightened concern for successful pedagogical strategies. They want to know what can work with learners. This book approaches the subject of learning in, about, and through dance by triangulating knowledge from the arts and humanities, social and behavioral sciences, and cognitive and neurological sciences to challenge dismissive views of the cognitive importance of the physical dance. Insights come from theories and research findings in aesthetics, anthropology, cognitive science, dance, education, feminist theory, linguistics, neuroscience, phenomenology, psychology, and sociology. Using a single theory puts blinders on to other ways of description and analysis. Of course, all knowledge is tentative. Experiments necessarily must focus on a narrow topic and often use a special demographic—university students, and we don't know the representativeness of case studies.