

# Preface

This volume presents a short review study of the potential relationships between cognitive neuroscience and educational science. Conducted by order of the Dutch Programme Council for Educational Research of the Netherlands Organization for Scientific Research (NWO; cf. the American NSF), the review aims to identify: (1) how educational principles, mechanisms, and theories could be extended or refined based on findings from cognitive neuroscience, and (2) which neuroscience principles, mechanisms, or theories may have implications for educational research and could lead to new interdisciplinary research ventures.

The contents should be seen as the outcome of the ‘Explorations in Learning and the Brain’ project. In this project, we started with a ‘quick scan’ of the literature that formed the input for an expert workshop that was held in Amsterdam on March 10–11, 2008. This expert workshop identified additional relevant themes and issues that helped us to update the ‘quick scan’ into this final document. In this way the input from the participants of the expert workshop (listed in Appendix A) has greatly influenced the present text. We are therefore grateful to the participants for their scholarly and enthusiastic contributions. The content of the current volume, however, is the full responsibility of the authors.

This project was of a modest size and as such this resulting volume is not intended to present a comprehensive view of the field. Instead, it tries to name a number of interesting research alleys on the crossroad of educational science and cognitive neuroscience and we hope that in this respect it helps to build a research agenda.

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Educational Science

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