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### Neuroscience and Teaching and Learning in the Marketing Classroom: What Students Don't Know about what is Necessary to Succeed in the Higher Education Environment or, in Other Words, Teaching and Learning: What Does the Brain Have to do with Students' Performance in the Classroom (Yes, Perhaps Surprisingly, Students Do Possess Brains, Even if They Generally Try to Minimize Their Use, at Least in the Context of Formal Education)?

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# **Neuroscience and Teaching and Learning in the Marketing Classroom: What Students Don't Know about what is Necessary to Succeed in the Higher Education Environment or, in Other Words, Teaching and Learning: What Does the Brain Have to do with Students' Performance in the Classroom (Yes, Perhaps Surprisingly, Students Do Possess Brains, Even if They Generally Try to Minimize Their Use, at Least in the Context of Formal Education)?**

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## **ABSTRACT**

Advances in neuroscience have provided significant illumination to “accepted” marketing knowledge. Fortunately, neuroscience research has supported much of the accepted marketing knowledge. The support, however, is not total – recent neuroscience research has also raised serious questions and has overturned several aspects of previously accepted marketing thought, particularly regarding consumer decision making.

Neuroscience also provides insight into students' academic activities. Indeed, neuroscience provides a significant amount of insight into what are the most successful activities for students to undertake. Although some of the research supports existing common student activities, the research also raises serious questions of appropriateness of other activities. The objective of this special session is to explore the relative success of students' activities and to identify and discuss successful student activities.

## **ABOUT THE AUTHORS**

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