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*Abstract: Neuroplasticity and Optimal Learning: Why Classrooms Are Teaching Wrong*

Learning is at the core of modern society. As technology advances, research on learning and teaching has advanced along with it. However, many ideologies surrounding classroom environments continue to inhibit the learning process for many students. The biological processes that cause learning to occur are widely misunderstood. Understanding the truth behind synaptic plasticity opens up a plethora of scientifically proven methods to improve the learning process.

Using the biology of learning, myths surrounding the way that students learn, can be debunked. Some examples of these myths include people believing in having multiple intelligences for separate topics or activities, or learners identifying as “visual learners”. Once learning is fully understood, different methods that classrooms can implement in order to make learning more efficient for students become available, such as mastery learning, which involves students proving themselves as mastering a unit before moving on to the next one.

After understanding the many nuances that both inhibit and encourage the learning process, learning in the classroom becomes a skill just like any other. Reframing learning in the classroom as a skill turns learning at school from an isolated perspective where learners are not able to clearly understand their own learning process, to an inclusive perspective allowing learners to treat the classroom as they would any other skill, creating environments where students can learn using proven methods as opposed to outdated tradition.