

ANNOTATED BIBLIOGRAPHY

- Wyre, Steven (2010)- *Beliefs, Memories, and Learning*. CreateSpace.
By applying principles in brain science, metacognition, and epistemology, as well as some Taoist philosophy Wyre builds a model for teaching that enhance skills in the art and science of teaching. Although this is a self-published book, it bears consideration in this discussion.
- Medina, John. (2008) *Brain Rules*. Seattle, WA: Pear Press.
Medina has made neuroscience usable for the lay person, however what is missing is the dialogue between the 12 rules and the life of the church.
- Heath, Chip & Dan Heath. (2007) *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House.
Religious educators would do well to consider the ideas of *neuromanagement* in this book through a theological lens. The Six Principles of Sticky Ideas would lead any religious professional to reconsider the how we communicate important ideas and concepts.
- Glick, Robert P. (2006) *With All Thy Mind: Worship That Honors the Way God Made Us*. Herndon, VA: Alban Institute.
Alban's effort to enter the brain-church discussion is scientifically weaker that perhaps is helpful, but Glick's background and education in church music drives his affirmation that worship must engage the whole person.
- Sprenger, Marilee. (2005) *Learning & Memory: The Brain in Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
Sprenger presents a basic understanding of how memory lanes in the brain are accessed to both create and retrieve memories.
- Atkins, Peter (2004) *Memory and Liturgy*. Brookfield, VT: Ashgate Publishing Company.
As a retired Anglican bishop, Atkins articulates the power of liturgy, in both composition and practice in developing memory in the minds of worshippers with particular focus on the sacraments and corporate rituals.
- Bruce, Barbara. (2002) *Our Spiritual Brain: Integrating Brain Research and Faith Development*. Nashville: Abingdon Press.
The obvious application of Bruce's work is in the more traditional Christian education arenas, but applications can easily be made to other contexts.
- Larsen, Jerry. (2000) *Religious Education and the Brain: A Practical resource for Understanding How We Learn About God*. New York: Paulist Press.
Larsen's older work focuses on the components of memory, how we get a memory, the development of long-term memory and how we recall a memory.
- Vygotsky, J.S. (1978) *Mind In Society: The Development of Higher Psychological Processes*. Boston: Harvard University Press.
Primary contribution - Organizing function of language combined with practical intelligence of human activity produces changes in human behavior. Talking about experiences both intrapersonally and interpersonally allows organizing of the behavior and experience in ways that create new behavior