

Left brain vs right brain: how does it impact learning

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||||| The left and right hemispheres of our brain process information in different ways. We tend to process information using our dominant side. However, the learning and thinking process is || enhanced when both side of the brain participate in a balanced manner.

This means strengthening our less dominate hemisphere of the brain. In trying to differentiate between the left and || right brain, My paper will show information processing styles that are characteristically used by our right or left-brain hemisphere. || According to Coballis M. C (2007) The left side of the brain processes information in a linear manner. It processes from part to whole. It takes pieces, lines them up, and arranges them in a || logical order; then it draws conclusions.

The right brain however, processes from whole to parts, holistically. It starts with the answer. It sees the big picture first, not the details. If || one is right-brained, he or she may have difficulty following a lecture unless he or she given the big picture first. That is why it is absolutely necessary for a right-brained person to || read assigned chapter or background information before a lecture or to survey a chapter before reading. Predominantly Right-brained people have trouble outlining.

They rather wrote the || paper first and outlined later ||| In addition to thinking in a linear manner, the left-brain processes in sequence. They love to make a list of things they need to accomplish during the day. Left brained enjoy making || master schedules and daily planning. They complete tasks in order and take pleasure in checking them off when they are accomplished.

Learning things in sequence is relatively easy for them. | | | By, contrast, the approach of the right-brained student is random. If you are right-brained, you may flit from one tack to another. You will get just as much done, but perhaps without | | having addressed priorities. An assignment may be late or incomplete, not because you weren't working but because you were working on something else. You were ready to rebel when asked to | | make study schedules for the week.

Because of the random nature of your dominant side, you must make lists, and you must make schedules. This may be your only hope for survival in college. | | You should also make a special effort to read directions. Oh yes, the mention of spelling makes you cringe. Use the dictionary, carry a Franklin speller, use the spell checker on your | | computer. Never turn in an assignment without proofing for spelling. Because the right side of the brain is color sensitive, you might try using colors to learn sequence, making the first | | step green, the second blue, the last red.

Or you may want to " walk" a sequence, either by physically going from place to place or by imagining it. For the first step of the sequence, you | | might walk to the frond door; for the second, to the kitchen; for the third, to the den, etc. Or make Step One a certain place or thing in you dorm room or study place, and Step Two | | another. If you consistently use the same sequence, you will find that this strategy is transferable to many tasks involving sequence. | | Symbolic Vs.

Concrete Processing | | The left brain has no trouble processing symbols. Many academic pursuits deal with symbols—such as letters, words, and mathematical notations. The left-brained person tends to be | | comfortable with linguistic and mathematical endeavors. Left-brained students will probably just memorize vocabulary words or math formulas. The right brain, on the other hand, wants things | | to be concrete. The right brain person wants to see, feel, or touch the real object.

Right brain students may have had trouble learning to read using phonics. They prefer to see words in | | context, to see how the formula works. To use your right brain, create opportunities for hands-on activities, use something real whenever possible. You may also want to draw out a math | | problem or illustrate your notes. | | Logical Vs. Intuitive Processing | | The left brain processes in a linear, sequential, logical manner.

When you process on the left side, you use information piece by piece to solve a math problem or work out a science | | experiment. When you read and listen, you look for the pieces so that you can draw logical conclusions. If you process primarily on the right side of the brain, you use intuition. You may | | know the right answer to a math problem but not be sure how you got it. You may have to start with the answer and work backwards. On a quiz, you have a gut feeling as to which answers are | | correct, and you are usually right.

In writing, it is the left brain that pays attention to mechanics such as spelling, agreement, and punctuation. But the right side pays attention to | |

coherence and meaning; that is, your right brain tells you it "feels" right. | | Verbal Vs. Nonverbal Processing | | Left brain students have little trouble expressing themselves in words. Right brain students may know what they mean, but often have trouble finding the right words. The best illustration | | of this is to listen to people give directions.

The left brain person will say something like "From here, go west three blocks and turn north on Vine Street. Go three or four miles and then | | turn east onto Broad Street." The right brain person will sound something like this: "Turn right (pointing right), by the church over there (pointing again). Then you will pass a McDonalds | | and a Walmart. At the next light, turn right toward the BP station." So how is this relevant to planning study strategies? Right brain students need to back up everything visually. If it's | | not written down, they probably won't remember it.

And it would be even better for right brain students to illustrate it. They need to get into the habit of making a mental video of things | | as they hear or read them. Right brain students need to know that it may take them longer to write a paper and the paper may need more revision before it says what they want it to say. This | | means allowing extra time when a writing assignment is due. | | Reality-Based Vs. Fantasy-Oriented Processing | | The left side of the brain deals with things the way they are-with reality.

When left brain students are affected by the environment, they usually adjust to it. Not so with right brain | | students. They try to change the environment! Left brain people want to know the rules and follow them. In

fact, if there are no rules for situations, they will probably make up rules to |
| follow! Left brain students know the consequences of not turning in papers
on time or of failing a test. But right brain students are sometimes not aware
that there is anything wrong. So, | | if you are right brain, make sure you
constantly ask for feedback and reality checks.

It's too late the day before finals to ask if you can do extra credit. Keep a
careful record of your | | assignments and tests. Visit with your professor
routinely. While this fantasy orientation may seem a disadvantage, in some
cases it is an advantage. The right brain student is creative. In | | order to
learn about the digestive system, you may decide to " become a piece
offood! And since emotion is processed on the right side of the brain, you will
probably remember well anything | | you become emotionally involved in as
you are trying to learn. | These are just some of the differences that exist
between the left and right hemispheres, but you can see a pattern. Because
left brain strategies are the ones used most often in the | | classroom, right
brain students sometimes feel inadequate. However, you now know that you
can be flexible and adapt material to the right side of your brain. Likewise,
those of you who are | | predominantly left brain know that it would be wise
to use both sides of the brain and employ some right brain strategies. |