

Call for papers - Special issue



Executive functions and academic learning

It is increasingly recognized that executive functions (inhibitory control, attention, updating, mental flexibility, reasoning, planning) play an important role in the educational paths of pupils and students. Indeed, learners who present the most developed executive functions are often those who perform and succeed best in school and university, and those with the least behavior problems. However, some studies have also been able to establish convincing links between certain executive functions, which are general in scope, and some more specific difficulties identified by experts in didactics or in special education. Several important questions emerge: How are the EFs involved in such or such disciplinary or specific performance? How can teachers, and more broadly the school system, take knowledge of EFs into account in their efforts to support learners? Are EFs mere causes of academic learning or can they, in turn, be the effects? Etc.

In this special issue, the *Neuroeducation* journal invites researchers to present results of their studies and arguments that are based directly or indirectly on brain functions, and which will provide answers to one or more of these questions.

To prepare and submit an article for this special issue, consult the authors' guidelines:
<http://www.associationneuroeducation.org/directives-pour-les-auteurs>

For answers to your questions and to submit your text: potvin.patrice@uqam.ca

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