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Introduction

IN BRIEF

To briefly introduce this third edition—and what has been retained and reframed, what is new and renewed—the following summation is offered. It gives a glimpse of what the reader will find in exploring the new edition, whereas the longer, more detailed introduction shows how the material has evolved over time.

Retained material:

- The four-corner framework for quality teaching
- Visuals, quotes, stories, and graphics

Reframed material:

- Organization of the book—physiology, principles, strategies
- Applications—elaborated
- Research—updated

New material:

- Brain foods—a listing
- Gender research—updated
- Memory pathways—revised and elaborated
- Habits of mind—Costa and Kallick

Renewed material:

- Brain principles—Caine and Caine
- Rationale for differentiation—Tomlinson
- Role of data—Schmoker
- Research on teacher quality—Strong
- Four-corner framework—Fogarty/Pete
- Teachers Make the Difference

IN MORE DETAIL

This third edition of *Brain-Compatible Classrooms (BCC)* is a book with a bit of a history. The first edition was a reconceptualization of an earlier work titled *Patterns for Thinking, Patterns for Transfer* (Fogarty & Bellanca, 1993). Based on a framework of four elements, *Patterns* presented a classroom model that advocates teaching for, of, with, and about thinking.