
Foreword

I met Ron Nash more than fifteen years ago when I facilitated professional learning for the teachers in the Virginia Beach City Public Schools. I was immediately impressed with Ron's professionalism, knowledge, enthusiasm, and respect from his colleagues. Ron and I became friends and I soon learned that he and I had a great deal in common. At the forefront was our determination to provide professional development for educators and to write books dedicated to ensuring that students are active participants in their own learning. To this end, I wrote the best-selling *Worksheets Don't Grow Dendrites* series of books and Ron wrote the best-selling *Active Classroom* series devoted to this same purpose. You see, we both understand that the person in the classroom doing the most work is growing the most brain cells or dendrites. In many classrooms today, that person is still the teacher. However, with the digital natives residing in our classrooms, that person needs to be the student.

Ron's original book, *From Seatwork to Feetwork: Engaging Students in Their Own Learning* enables teachers to change this paradigm. Ron uses the effective brain-compatible strategy of storytelling as he consistently refers to the classroom of a high school history teacher named Ed. By incorporating another brain strategy—metaphor, analogy, and simile—Ron compares active student engagement with *getting into the game*. In this way, he draws his readers into the text.

Ron's chapter where he delineates the positive correlation between the learning process and physical exercise is certainly my favorite. In the name of increased academic achievement, school systems are removing physical education and any other form of activity from the curriculum while the brain research is relating that we ought to be doing just the opposite since anything learned while the brain and body are moving is long remembered. This is the reason that people never forget how to drive a car, ride a bike, or play the piano.

Another chapter in the original book reiterates the fact that *less is more*. Rather than simply covering content, teachers should slow the instruction down long enough to allow students to reflect and talk about

what they are learning. An additional chapter is devoted to the brain-compatible instructional strategy of cooperative learning and collaboration, which provides a vehicle for the purpose of student engagement. Ron relates the importance of developing student–teacher relationships while ensuring that the established routines and procedures make active engagement easy to accomplish.

The second edition of *From Seatwork to Feetwork* promises to provide the reader with two completely new chapters, as well as revised chapters from the original work with the addition of completely new and updated material. There are two new appendices.

As soon as Ron’s books are published, I immediately add them to my professional library. The second edition of *From Seatwork to Feetwork* will be no exception. You would be very wise to do the same!

Marcia Tate
Author, *Worksheets Don’t Grow Dendrites* Series