- Paper Title -

**The Neuroscientific Approach to Education: Investigating the Effects of Neuropedagogy on Learning Outcomes**

**Abstract**

Neuropedagogy has gained significant attention in recent years. The literature review explores the theoretical foundations of neuropedagogy and delves into the cognitive processes involved in learning and how understanding these processes can inform teaching practices to optimize learning outcomes. The present study is based on the assumption that there is a dearth of research pertaining to the conceptualization of neuropedagogy and the translation of neuroscientific findings into practical applications for educators. Therefore, this study aims to investigate the effectiveness of specific neuropedagogical interventions in optimizing learning outcomes of business students. Using a mixed-methods approach to gather both quantitative and qualitative data, this research will implement neuropedagogical techniques and assess their impact on learning outcomes. The participants include undergraduate business students at ISCAE-Casablanca in Morocco. The results suggest that students who received neuropedagogical interventions showed significant improvements in their academic performance compared to those who did not participate in the interventions. Also, participants reported increased motivation, engagement, and enjoyment in their learning experiences following the interventions. More specifically, their cognitive skills, namely critical thinking, problem-solving, and information processing have improved. The implications of this paper aim to promote research and collaboration within Business communication and pave the way for more effective and inclusive educational experiences for learners.  Future research could explore the long-term effects of neuropedagogy on the retention rates, career success, and overall academic performance of business students. Additionally, investigating the scalability of neuropedagogical approaches across different disciplines and educational contexts would provide valuable insights for educators and policymakers.

**Keywords—***Brain, Business English, Education, Learning outcomes, Morocco, Neuropedagogy, Mixed-Research Approach, Undergraduate students.*