



# La Asimetría Cerebral, Retos para la Relación Neuropsicología y Educación [

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text (article)

Analítica

**Abstract Introduction:** The development of neuroscience in relation to education has been challenging throughout its development. **Objective:** To analyze hermeneutically and systematically the line of theoretical development in qualitative and quantitative articles published between 1999 and 2020 of the relationships between brain asymmetry within the disciplines: neuropsychology and education. **Materials and methods:** Hermeneutical analysis developed under the scheme of the interpretation of primary and secondary texts, evaluated from the scientific rigurocity of hermeneutics in its four forms of evaluation: "discourse fixation"; "Mental dissociation and intention of the author"; "Sample of nonostentatious references" and "universality of the document: Who is it addressed to?". **Result:** Research on brain asymmetries (functional and anatomical), especially regarding the use of the opposite hand (left or right) to its laterality and its dissemination has been limited and historically polarized, placing more emphasis on brain asymmetries understood from the neurological physiological influence and the sample of results from brain activity in neuro-images. **Conclusion:** Neuropsychology and education in their work on brain asymmetries have been related to medical concepts: anatomy and physiology. The "new vision" and the unfolding of specialties such as neuropsychology, creating the need to respond to the learning process and the existing connections between one and the other

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