Educational research has a long history of being interdisciplinary. Methodological and theoretical approaches from many disciplines have been adopted and adapted to help address educationally relevant questions. Strong arguments have been made both for and against the potential value of adding neuroscience to the mix. This talk presents a strategy for identifying educational issues that can be addressed by neuroscience and applies the strategy to two examples: one where education questions can be addressed by neuroscience and a second example, where neuroscience is used to study learning, but not in a way that has direct educational relevance. The talk paves the way for a new methodology capable of connecting neuroscience and education and contributing to the knowledge base of both fields of study.