

NOVEMBER CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102 **Email:** registration@LearningAndTheBrain.com
Fax: (781) 449-4024 **Postal mail:** PIRI • 35 Highland Circle, 1st Fl.
Web: LearningAndTheBrain.com Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position	
Organization		
Address		
City	State	ZIP
Phone	Fax	
Email		

DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY.

Please Register Me for the Conference: \$ _____

GENERAL REGISTRATION (THROUGH Nov. 1, 2013)	\$579 per person (\$544 for L&B Society Members)
Late Registration (AFTER Nov. 1, 2013)	\$599 per person (\$564 for L&B Society Members)
Double Conf. Registration (Circle: Feb. and/or May)	\$479 per person, per conference (\$444 for L&B Society Members) (Registrations must be made at the same time.)
Group Rates (Five or more from one organization submitted together)	\$489 per person x _____ registrants

Please Register Me for a Friday, Nov. 15 Pre-Conference Workshop Add \$25 if not attending the Nov. conference \$ _____

Please check one of six:

<input type="radio"/> Creating Student-Centered, Results-Only Classrooms	8:30 am – 12:40 pm	\$189 per person
<input type="radio"/> Bringing Common Core to Life Through Neuroscience	8:30 am – 12:40 pm	\$189 per person
<input type="radio"/> Captivate, Activate and Invigorate to Engage Students	8:30 am – 12:40 pm	\$189 per person
<input type="radio"/> Wiring the Brain for Reading	8:30 am – 12:40 pm	\$189 per person
<input type="radio"/> Inspire Educators and Learners with Experiential Instruction	8:30 am – 12:40 pm	\$189 per person
<input type="radio"/> Engaging Digital Minds Using Interactive Media	8:30 am – 12:40 pm	\$189 per person

Please Sign Me Up for Professional Development Credits* \$ _____

☐ Please send certificate via email (FREE). ☐ Please send certificate via USPS (Add \$5 for shipping & handling).
☐ **Please register me for the BU Graduate Credit Course** (Add \$1,450 per person)

*Add \$1,450 to your conference fee to cover Boston University tuition and student fees. For more information on CEUs and BU graduate credits, visit LearningAndTheBrain.com.

Conference Events \$ _____

☐ **Please register me for the November 15 Meeting of the Minds Reception.** (FREE)
☐ **MIT “Brain Scan” Tours.** Please call 781-449-4010 ext. 101 to check availability for Nov. 14 or 15 tours before registering. (Add \$150)

All prices are in U.S. dollars. **GRAND TOTAL: \$** _____

☐ **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.**
The Westin Copley Place and MIT campus are ADA compliant.

PAYMENT METHOD ☐ Check enclosed ☐ Purchase Order enclosed ☐ Credit Card (Circle one: VISA MC AMEX)

Credit Card Number: _____ Exp: _____

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Make check or purchase order payable to **Public Information Resources, Inc. (PIRI)**, and mail it along with your registration form to:
PIRI, 35 Highland Circle, 1st floor, Needham, MA 02494-3099.

P.O.s will be invoiced if sent without a check and must be paid prior to conference. **Registrations without payment or purchase order will not be confirmed.**

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** General conference registration is \$579 per person (\$544 for L&B Society members) through November 1, 2013. After November 1, 2013, late registration is \$599 per person (\$564 for L&B Society members). Groups of five or more may register at \$489 per person if registering together with payment or purchase order. A \$35 administrative fee will be added for on-site registration at the conference.

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than November 1, 2013. No cancellations can be accepted after November 1, 2013. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if before September 30, 2013, or \$150 per person if you cancel after September 30, 2013, but before November 1, 2013. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

CONFERENCE PROGRAM CHANGES Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, the Cooperating Organizations and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.

THE SCIENCE OF ACTIVE, ENGAGED LEARNING

Cognitive science is finding that active, self-directed activities engage the brain in deeper, faster learning than sitting passively in class. At the same time, new teaching methods using online and outdoor learning, project-based and global collaborations, along with 21st Century and Common Core requirements provide opportunities for more active, in-depth learning. **Discover how cognitive science, nature and technology are changing teaching and classrooms, increasing student engagement and providing deeper learning experiences.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Explore ways to engage world-class learners
- ✓ Apply strategies for deeper, student-directed learning
- ✓ Combine both online and mobile technology in learning
- ✓ Discuss how education is changing in the 21st Century
- ✓ Identify ways to create student-centered classrooms/teaching
- ✓ Provide play, art, nature and experiential projects for engagement
- ✓ Assess cognitive, reading and 21st Century skills with Common Core
- ✓ Design teaching/curriculum using online and global collaborations
- ✓ Examine deeper learning, thinking and inquiry in math and science
- ✓ Explain cognitive benefits of nature, outdoors and active learning



CO-SPONSORS

Mind, Brain and Education Program, **Harvard Graduate School of Education**
Athinoula A. Martinos Imaging Center, **Massachusetts Institute of Technology**
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The Neuroscience Research Institute, **University of California, Santa Barbara**
The Dana Alliance for Brain Initiatives, **The Dana Foundation**
National Association of Elementary School Principals (**NAESP**)
National Association of Secondary School Principals (**NASSP**)
The John F. Kennedy Center for the Performing Arts
School of Education, **Johns Hopkins University**
Association of Educational Therapists (**AET**)
School of Education, **Boston University**
LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Technology Teachers, Special Educators
Psychologists, Social Workers, Counselors
Skill and Common Core Standard Coordinators
Reading, Science, Math, Experiential Teachers
Superintendents, Principals, School Heads
Place-, Project-, Problem-Based Teachers
Occupational, Career, STEM Professionals
College, University, Online Professors

EARN SLP PROFESSIONAL DEVELOPMENT CREDIT



The Association of Educational Therapists is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for up to 1.8 CEUs (Intermediate level; Professional area).

Credits are available for conference only.

STAY AT THE WESTIN COPLEY PLACE, BOSTON – SPECIAL RATES



Pay only \$199 single or double per night (plus applicable taxes). **Call the Westin Copley Place, Boston at 1-800-937-8461 and refer to “Learning & the Brain.”** The conference discount rate will no longer apply when the room block is filled or after Oct. 24, 2013. The hotel is located on Copley Square in Boston’s Back Bay neighborhood, near shopping at Copley Mall and the Prudential Center. It also provides easy access to Boston’s historic sites and is only a 15-20 minute cab ride from Logan International Airport.



LEARNING & the BRAIN® CONFERENCE

36th International Conference for Speech-Language Pathologists, Clinicians and Educators
November 15-17, 2013 • At the Westin Copley Place Hotel • **Boston, MA**



ENGAGING 21ST CENTURY MINDS: USING TECHNOLOGY, NATURE, COGNITION AND COLLABORATION FOR DEEPER LEARNING

Explore the latest research on:

- Blending Online/Outside Learning
- How Flipping is Changing Teaching
- Engaging Deeper Learning and Thinking
- Assessing Students in the Standards Era
- Using Brain Science to Engage Students
- Creating Learner-Centered Classrooms
- Promoting Global Online Collaborations
- Using Nature to Engage the Brain
- Art, Experiential and Active Learning
- Educating Global, Responsible Citizens
- Play, Place and Project-Based Teaching
- Connecting Cognition to Common Core
- Science Supporting Self-Directed Learning
- iPads, Technology and 21st Century Skills
- Engaging Minds in Math, Science, STEM
- Reading, Language Arts and the Core

EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

Visit LearningAndTheBrain.com for details.

UPCOMING L&B CONFERENCES :

Winter: San Francisco, L&B Conference: Feb. 13-15, 2014

Spring: New York City, L&B Conference: May 8-10, 2014

Register for two conferences at the same time and receive a discount.

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"We need to have students in a state of anticipation and engagement to make them more powerful learners."

—John D.E. Gabrieli, PhD
Brain and Cognitive Sciences, MIT

ENGAGING 21ST CENTURY MINDS: USING TECHNOLOGY, NATURE, COGNITION AND COLLABORATION FOR DEEPER LEARNING

AT THE WESTIN COPLEY PLACE HOTEL
BOSTON, MA

NOVEMBER 15-17, 2013

Discount Registration Deadline: Nov. 1



36TH LEARNING & *the* BRAIN[®] CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

ENGAGING DIGITAL MINDS: BLENDING TECHNOLOGY FOR DEEPER LEARNING

Engaging World-Class Learners

Yong Zhao, PhD, Presidential Chair; Associate Dean for Global Education; Weinman Professor of Technology, College of Education, **University of Oregon**; Author, *World-Class Learners: Educating Creative and Entrepreneurial Students* (2012) and *Catching Up or Leading the Way* (2009)

Brain Gain: Using Technology to Engage 21st Century Minds and Students

Marc R. Prensky, MBA, MAT, Futurist; Game and Learning Designer; Author, *Brain Gain: Technology and the Quest for Digital Wisdom* (2012), *Teaching Digital Natives* (2010) and *Digital Game-Based Learning* (2007); Co-Editor, *Games and Simulation in Online Learning* (2006)

Engaging the Brain: Implications of fMRI Technology

John D.E. Gabrieli, PhD, Grover Hermann Professor in Health Sciences and Technology and Cognitive Neuroscience; Director, Athinoula A. Martinos Imaging Center; Investigator, McGovern Institute for Brain Research, **Massachusetts Institute of Technology**; Co-Author, "When the brain is prepared to learn: Enhancing human learning using real-time fMRI" (2012, *Neuroimage*)

Blended Classrooms: How Memory Tests Reduce Mind Wandering and Improve Online Learning

Karl K. Szpunar, PhD, Doctoral Research Scholar, **Harvard University**; Co-Author with Memory Researcher Daniel Schacter, "Interpolated memory tests reduce mind wandering and improve learning of online lectures" (2013, *Proceedings of the National Academy of Sciences*)

Combining Pedagogy, Cognitive Science and Technology for Learner-Centered Classrooms

Marsha C. Lovett, PhD, Cognitive Scientist; Professor, Psychology Department, **Carnegie Mellon University**; Director, Eberly Center for Teaching Excellence; Developer of innovative, educational technologies to promote student learning and metacognition; Co-Author, *How Learning Works: Seven Research-Based Principles for Smart Teaching* (2010) and "In search of the 'perfect' blend between an instructor and an online course for teaching introductory statistics" (2010, *Proceedings of the Eighth International Conference on the Teaching of Statistics*)

Why School?: Rethinking Teaching and Classrooms for Modern Learners

Will A. Richardson, MA, Member, National Advisory Council, George Lucas Education Foundation; Author, *Why School?: How Education Must Change When Learning and Information are Everywhere* (2012); Co-Author, *Personal Learning Networks* (2011)

Flip The Classroom: Reach Every Student in Every Class Every Day

Jonathan Bergmann, MAEd, Lead Technology Facilitator, Joseph Sears School; Pioneer in the Flipped Class Movement; Winner of the Presidential Award for Excellence for Math and Science Teaching (2002); Co-Founder of the Flipped Learning Network; Advisory Board Member of TED Education; Co-Author, *Flip Your Classroom: Reach Every Student in Every Class Every Day* (2012)

ENGAGING EXPERIENCES: USING NATURE, OUTDOORS AND ACTIVE LEARNING

Go Wild!: Promoting Play, Nature and Exercise in Our Schools

John J. Ratey, MD, Associate Clinical Professor of Psychiatry, **Harvard Medical School**; Reebok's Ambassador for Active Kids; Author, *Go Wild* (Forthcoming, 2014), *Spark: The Revolutionary New Science of Exercise and the Brain* (2008) and *A User's Guide to the Brain* (2002)

How the Brain Learns: Engaging Experiences, Technology and Collaboration

G. Christian Jernstedt, PhD, Professor Emeritus and Research Professor, Psychological and Brain Sciences; Director Emeritus, Center for Educational Outcomes, **Dartmouth College**; Adjunct Professor of Community and Family Medicine, **Geisel School of Medicine at Dartmouth**; Co-Author, "Developing resources to teach and assess the core competencies: A collaborative approach" (2004, *Academic Medicine*)

Reconnecting Students with Nature in a Virtual Age

Richard F. Louv, Founder/Chairman Emeritus, Children & Nature Network; Visiting Professor, **Clemson University**; Author, *The Nature Principle: Reconnecting with Life in a Virtual Age* (2012) and *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder* (2008)

Welcome to Your Child's Brain: Benefits of Active Learning, Indoors and Outdoors

Sam Wang, PhD, Associate Professor, Department of Molecular Biology and the Princeton Neuroscience Institute, **Princeton University**; Co-Author, *Welcome to Your Child's Brain: How the Mind Grows from Conception to College* (2012) and *Welcome to Your Brain* (2008)

This Is Your Brain on Nature: Benefits of Green Time in a World of Screen Time

Alan C. Logan, ND, Scientist; Researcher; Invited Faculty, **Harvard University's School of Continuing Medical Education**; Co-Author with Harvard Physician Eva M. Selhub, MD, *Your Brain on Nature: The Science of Nature's Influence on Your Health, Happiness and Vitality* (2012)

Nature and Place-Based Education: Test Scores and More than Test Scores

David T. Sobel, MEd, Core Faculty; Director, Center for Place-Based Education, **Antioch New England Graduate School**; Author, *Wild Play: Parenting Adventures in the Great Outdoors* (2011), *Childhood and Nature* (2008) and *Place-Based Education* (2005)

Evolving Kolb's Model: Using Neuroscience Findings to Rethink the Learning Experience

Jeb Schenck, PhD, Adjunct Professor, **University of Wyoming**; Leader of more than 20 mountaineering expeditions including Mt. Everest and Mt. McKinley; Author, *Teaching and the Adolescent Brain* (2011) and *Teaching to the Brain, Best Ideas and Best Practices* (2008)

How Art Environments Engage Students: Cultivating Real-World Learning

Ivonne Chand O'Neal, MA, Director of Research and Evaluation, **The John F. Kennedy Center for the Performing Arts**; Member, American Psychological Association and American Association of Museums; Former Associate Curator, Museum of Creativity, Milken Family Foundation

CONFERENCE BEGINS 1:30 PM, NOVEMBER 15

SCHEDULE:

Friday, November 15

8:30 AM – 12:40 PM

Pre-Conference Workshops

Friday, November 15

1:30 PM – 5:45 PM

Conference Day 1

Saturday, November 16

8:30 AM – 5:30 PM

Conference Day 2

Sunday, November 17

8:30 AM – 5:00 PM

Conference Day 3



ENGAGING DEEPER LEARNING IN MATH, SCIENCE AND 21ST CENTURY SKILLS

Fitting the Pieces Together:

Deeper Learning, 21st Century Skills and Learning in Academic Disciplines

Christine M. Massey, PhD, Director for Research and Education, Institute for Research in Cognitive Science, University of Pennsylvania; Member, "Deeper Learning" Study Committee, National Research Council's Report, *Developing Transferable Knowledge and Skills in the 21st Century* (2012)

Blending Real and Virtual Immersive Experiences for Ecosystem Science Learning

Shari J. Metcalf, PhD, Project Director, EcoMUVE (an Ecosystems Multi-User Virtual Environment science curriculum); Project Co-Director, EcoMOBILE (an Ecosystems Mobile Outdoor Blended Immersive Learning Environment for outdoor science projects), *Harvard Graduate School of Education*

Engaging Young Minds in Science and Mathematics (STEM)

John T. Almarode, PhD, Assistant Professor, College of Education, James Madison University; Former STEM Teacher; Co-Author, *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12* (2013) and "Energizing students: Maximizing student attention and engagement in the science classroom" (2008, *The Science Teacher*)

What Do You Think?: Engaging in Deeper Learning Inside and Outside Classroom Borders

James A. Bellanca, MA, Founder/CEO, International Renewal Institute, Inc.; Author, *The Focus Factor: 8 Essential 21st Century Thinking Skills for Deeper Student Learning* (2013); Co-Editor, *On Becoming A Self-Directed Learner* (2013); Co-Author, *Classrooms Without Borders* (2010)

Essential Questions: Doorways to Deeper Understanding

Jay McTighe, MA, President, Jay McTighe and Associates; Former Director, Maryland Assessment Consortium; Author, *Essential Questions: Opening Doors to Student Understanding* (2013); Co-Author, *Integrating Differentiated Instruction and Understanding by Design* (2006)

ASSESSING ENGAGED MINDS: COGNITION, COMMON CORE AND ASSESSMENTS

The Science of Individual Assessment

Kurt W. Fischer, PhD, Charles Bigelow Professor; Director, Mind, Brain & Education Program (MBE), *Harvard Graduate School of Education*; Founding President, International Mind, Brain and Education Society (IMBES); Founding Editor, *Mind, Brain and Education Journal*; Co-Author, "Mind, Brain and Education" (2012, *Students at the Center: Teaching and Learning in the Era of the Common Core*)

Wad-Ja-Learn? Engaging Students with Deeper Learning Assessments in the 21st Century

James A. Bellanca, MA, Founder/CEO, International Renewal Institute, Inc.; Executive Director, the Illinois Consortium for 21st Century Skills; Author, *Wad-Ja-Learn? Engaging Students Through Deeper Learning Assessments in 21st Century Classrooms* (2013); Co-Author, *School Leader's Guide to the Common Core* (2013) and *How to Teach Thinking Skills Within the Common Core* (2012)

Common Core Vocabulary: Getting Critical Words into Long-term Memory

Marilee B. Sprenger, MA, Adjunct Professor, Aurora University; Former Teacher; Member of the American Academy of Neurology; Author, *Wiring the Brain for Reading: Brain-Based Strategies for Teaching Literacy* (2013) and *Brain-Based Teaching in the Digital Age* (2010)

Connecting Cognition to Common Core Standards

Margaret C. Glick, MEd, Instructor on Cognition and Brain Development, *University of La Verne*; Educational Consultant, International Center for Leadership in Education (ICLE) and Cognitive Solutions; Co-Author, *The Instructional Leader and the Brain* (2011)

For more information, go to LearningAndTheBrain.com. Also follow us on Twitter and Facebook.

MIT "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

THURSDAY, NOVEMBER 14 – 2:00, 3:00 or 4:00 PM; FRIDAY, NOVEMBER 15 – 9:00, 10:00 or 11:00 AM
(Cost Per Person: \$150. Tours are for one hour.)

Sponsored by the *Athinoula A. Martinos Imaging Center, Massachusetts Institute of Technology*

Take this unique opportunity to see an fMRI brain scan in action. Call 781-449-4010 ext. 101 for information and to register for a tour. One person from each tour will be selected by MIT to have his or her brain scanned. Brain scans will take place **offsite** at the MIT campus in Cambridge, MA. The MIT imaging center building is easily accessible from the Westin Copley Place Hotel via public transit. Directions will be provided.



SCAN QR CODE FOR
MORE INFORMATION

ENGAGING BRAINS: THE SCIENCE OF ENGAGED, SELF-DIRECTED LEARNING

Free to Learn: How Children Educate Themselves Through Free Play and Exploration

Peter O. Gray, PhD, Research Professor, Department of Psychology, Boston College; Blogger, *Psychology Today* and *Boston Magazine*; Author, *Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life* (2013)

Following Your Own Path: How Self-Directed Learning Optimizes the Learning Experience

Todd M. Gureckis, PhD, Assistant Professor, Department of Psychology, New York University; Co-Author, "Is it better to select or to receive? Learning via active and passive hypothesis testing" (2013, *Journal of Experimental Psychology*) and "Self-directed learning: A cognitive and computational perspective" (2012, *Perspectives on Psychological Science*)

Children Are Born to Learn:

Motivation and Engagement from a Developmental Science Perspective

Wendy L. Ostroff, PhD, Associate Professor, Program for the Advancement of Learning, Curry College; Carnegie Scholar; Author, *Understanding How Young Children Learn: Bringing the Science of Child Development to the Classroom* (2012)

Neat, But How Do We Use It?: Translating the Science of Learning into Classroom Practice

David B. Daniel, PhD, Professor, James Madison University; Managing Editor, *Mind, Brain and Education Journal*; Recipient of the Robert S. Daniel Teaching Excellence Award from the American Psychological Association Division 2; Author, "Promising principles: Translating the science of learning to educational practice" (2012, *Journal of Applied Research in Memory and Cognition*)

Putting the Research on Learning into Practice: A Learner-Centered Approach

Terry J. Doyle, MA, Professor, Ferris State University; Author, *The New Science of Learning: How to Learn in Harmony with Your Brain* (2013), *Learner Centered Teaching* (2011) and *Helping Students Learn in a Learner-Centered Environment* (2008)

Unlocking Student-Directed Learning and Concept Acquisition

Judy A. Willis, MD, MEd, Board-Certified Neurologist; Adjunct Professor, University of California, Santa Barbara; Author, *Learning to Love Math* (2010) and *How Your Child Learns Best: Brain-Friendly Strategies to Ignite Your Child's Learning and Increase School Success* (2008)

Empowering Student-Centered Learning with Web and Mobile Technology

Mark Barnes, MEd, Online Instructor/Developer, Notre Dame College and Lake Erie College; Discovery Education Network Star Educator; Creator of the Results-Only Learning Environment (ROLE); Author, *Role Reversal: Achieving Uncommonly Excellent Results in the Student-Centered Classroom* (2013)

ENGAGING GLOBAL MINDS: PROMOTING WORLDWIDE COLLABORATIONS

Going Global: Connecting Classrooms and Schools to the World

William R. Kist, PhD, Associate Professor, Kent State University; Author, *The Global School: Connecting Classrooms and Students Around the World* (2012), *The Socially Networked Classroom: Teaching in the New Media Age* (2009) and *New Literacies in Action* (2004)

Raising Global IQ: Preparing Students for a Global Community

Carl F. Hobert, LLM, Clinical Instructor, Boston University School of Education; Head of the Axis of Hope Center for International Conflict Management and Prevention; Author, *Raising Global IQ: Preparing Our Students for a Shrinking Planet* (2013)

Global Understanding: Human Reflection as the Basis of Social Action

Thomas J. Cottle, PhD, Professor, Boston University School of Education; Sociologist; Psychologist; Author, *Drawing Life: Narratives and the Sense of Self* (2013) and *Beyond Self Esteem* (2003)

Blending Common Core with 21st Century Skills: Thinking, Action and Global Living

Laura M. Greenstein, EdD, Department Chair, Montville Public Schools; Adjunct Professor, University of New Haven and University of Connecticut; Author, *Assessing 21st Century Skills* (2012) and *What Teachers Really Need to Know About Formative Assessment* (2010)

REGISTER NOW FOR UPCOMING CONFERENCES AND SAVE



LEARNING & the BRAIN®: THE SOCIAL-EMOTIONAL SELF

FEBRUARY 13-15, 2014 IN SAN FRANCISCO, CA
Held at the historic Fairmont San Francisco on Nob Hill

FEATURED SPEAKERS: MacArthur Genius Patricia Churchland, BPhil, **UCSD**, and Renowned Neuroscientists Michael S. Gazzaniga, PhD, **UCSB**, and Antonio Damasio, PhD, **USC**

LEARNING & the BRAIN®: SMARTER, THINKING BRAINS

MAY 8-10, 2014 IN NEW YORK, NY
Held at the Sheraton New York Times Square Hotel

FEATURED SPEAKERS: Nobel Laureate Eric Kandel, MD, **Columbia University**, Neuroscientist Art Markman, Author of *Smart Thinking*, and Arthur L. Costa, Past President of ASCD; Editor, *Developing Minds*



Register for two L&B conferences and save. See LearningAndTheBrain.com for more information.

PRE-CONFERENCE WORKSHOPS

FRIDAY, NOVEMBER 15 8:30 AM – 12:40 PM

(Cost per person: \$189. By advance registration only. Select one of six. Add \$25 if not also attending the conference.)

1. Creating Student-Centered, Results-Only Classrooms

Are you tired of seeing blank stares on the faces of your students? Mark Barnes will show you how to create a student-centered classroom that focuses on mastery learning using year-long projects, Web 2.0 and social media tools and the power of narrative feedback over grades. **Mark Barnes, MEd**, Online Instructor/Developer, [Notre Dame College](#) and [Lake Erie College](#); Discovery Education Network Star Educator; Author, *Role Reversal: Achieving Uncommonly Excellent Results in the Student-Centered Classroom* (2013)

2. Bringing Common Core to Life Through Neuroscience and Understanding by Design

You will examine the intersection of the neuroscience of learning with the *Understanding by Design*® framework and Common Core Standards, as well as practices to develop students' understanding and ability to transfer their learning – essential requirements of college and career readiness. **Judy A. Willis, MD, MEd**, Board-Certified Neurologist, Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](#); Author, *Learning to Love Math* (2011) and *Research-Based Strategies to Ignite Student Learning* (2006); and **Jay McTighe, MA**, President, Jay McTighe & Associates; Co-Author, *From Common Core Standards to Curriculum: Five Big Ideas* (2012)

3. Captivate, Activate and Invigorate to Engage Students

Getting students engaged in learning and keeping them engaged can be a significant challenge in today's classrooms. In Part I, Dr. Almarode will link the most recent research on keeping the student brain engaged with your classrooms and schools. You will walk away with instant ideas and strategies that will have every student captivated, activated and invigorated. In Part II, Dr. Glick will help you refine and clarify the definition and understanding of engagement and the shifts that occur cognitively when engagement is sustained, and she will help you discover several qualities of engaging work. **John T. Almarode, PhD**, Assistant Professor, [James Madison University](#); Co-Author, *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12* (2013); and **Margaret C. Glick, MEd**, Instructor on Cognition and Brain Development, [University of La Verne](#); Co-Author, *The Instructional Leader and the Brain* (2011)

4. Wiring the Brain for Reading: Critical Thinking and the Common Core

Learn how to wire the brain for reading and critical thinking to enhance comprehension. Discover how to physically prepare the brain for reading and gain strategies for teaching your students' brains thinking skills for life as well as for Common Core assessments. Reading is a very rich and complex skill, and new assessments require higher cognitive demands. Find out how to meet the demands of new ELA standards and raise student achievement. **Marilee B. Sprenger, MA**, Adjunct Professor, [Aurora University](#), Member of the American Academy of Neurology; Author, *Wiring the Brain for Reading: Brain-Based Strategies for Teaching Literacy* (2013)

5. Inspire Educators and Learners with Experiential Instruction

This workshop will provide strategies to create more active, experiential learning environments. You will review a powerful teaching theory that has been successfully used to create understanding and long-lasting learning by deeply engaging the learner. Explore the various aspects of what goes into designing such lessons, programs and even management design. You will also explore a variety of active brain-friendly learning approaches and interactive activities that will enliven your lessons and engage learners emotionally, physically, intellectually and socially. **Jeb Schenck, PhD**, Adjunct Professor, [University of Wyoming](#); Leader and veteran of more than 20 mountaineering expeditions including climbs of Mt. Everest and Mt. McKinley; Author, *Teaching and the Adolescent Brain* (2011) and *Teaching to the Brain, Best Ideas and Best Practices* (2008); **Jessie Cruickshank, EdM**, Graduate of the Mind, Brain, and Education Program at [Harvard Graduate School of Education](#); Program Director and Administrative Director for Solid Rock Outdoor Ministries; and **Jennifer N. Stanchfield, MS**, Instructor, Southeast Vermont Learning Collaborative; Author, *Tips & Tools: The Art of Experiential Group Facilitation* (2008); Co-Author, *A Teachable Moment: A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection* (2008)

6. Engaging Digital Minds Using Interactive Media

Dr. Cox will address differences in the brains of today's students and will show you ways to use technology and interactive teaching methods to engage student learning and promote higher order thinking and self-regulation, while also helping students connect, reflect and express creativity. Please bring your own Internet-ready device to fully engage in this hands-on, creative workshop. **Suzy Cox, PhD**, Assistant Professor in Elementary Education, College of Education, [Utah Valley University](#); Co-Author, "Building an online instructional design community" (2003, *Educational Technology*)

EVENTS

MEETING OF THE MINDS – WINE & CHEESE RECEPTION

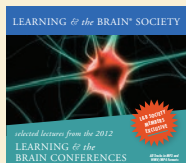
FRIDAY, NOV. 15 from 5:45 PM - 6:45 PM — Free & Open to All Attendees

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