

"Advances in neuroscience and technology are providing new avenues for teaching and learning."

—Deborah J. Stipek, PhD
Dean, Stanford University
School of Education

iGENERATION: HOW THE DIGITAL AGE IS ALTERING BRAINS, LEARNING & TEACHING

AT THE HISTORIC FAIRMONT HOTEL,
ATOP NOB HILL, SAN FRANCISCO, CA

FEBRUARY 17-19, 2011

Pre-Conference Workshops: February 16
Early Registration Discount Deadline: November 30, 2010



28TH LEARNING & *the* BRAIN CONFERENCE



LEARNING & the BRAIN CONFERENCE

28th International Conference for Pre-K through University Educators, Parents, and Clinicians
February 17-19, 2011 • At the historic Fairmont Hotel atop Nob Hill • San Francisco, CA



iGENERATION: HOW THE DIGITAL AGE IS ALTERING STUDENT BRAINS, LEARNING & TEACHING

Explore the latest research on:

- How the Digital Age is Altering Brains
- Understanding/Teaching the iGeneration
- Memory, Learning and Multitasking
- Teaching Teen Brains in the Digital Age
- Transforming Teaching and Classrooms
- Using Games/VR to Improve Learning
- Student Stress in a Fast-Paced Life
- Video Games and Addiction
- Technology and Assessment
- Distraction, Memory and Attention
- Virtual Worlds, ADHD and Treatments
- Overcoming the Global Achievement Gap
- School Reform and 21st Century Skills
- Learning, Parenting and Social Networks
- Literacy, Reading and Technology
- Learning Problems in a Digital Brain

For more, visit LearningAndTheBrain.com

EARN PROFESSIONAL DEVELOPMENT CREDITS (See inside)
UPCOMING L&B CONFERENCES • SUMMER INSTITUTES (See inside)

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ENGAGING, REACHING AND TEACHING TODAY'S iGENERATION OF STUDENTS

Today's generation of children have grown up in a fast-paced, technology-changing world that has profoundly altered the way their brains learn, think, read, socialize and interpret information – creating a new generation of innovative, video-game playing, multitasking students. [At this conference you will discover ways to improve learning, literacy, teaching, treatments and global skills in this Digital Generation.](#)

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Impact of multitasking on the brain, memory and attention
- ✓ Why the digital age is altering brains, relationships and learning
- ✓ How the "iGeneration" learns, thinks, communicates and socializes
- ✓ How to transform classrooms, education and teaching in the Global Age
- ✓ Using video games and virtual worlds to improve learning and LD treatment
- ✓ The effects of the fast-paced, stressful life on student learning and addiction
- ✓ The importance of exercise and play for learning in the video game age
- ✓ Ways to improve learning, memory and thinking in a distracted world
- ✓ Results of technology on language, literacy and learning problems
- ✓ Using social networks in learning, schools and parenting
- ✓ Strategies to teach to the teenage "digital" brain



CO-SPONSORS

- School of Education, **Stanford University**
- Cognitive Control and Development Lab, **University of California, Berkeley**
- The Neuroscience Research Institute, **University of California, Santa Barbara**
- Mind, Brain and Education Program, **Harvard Graduate School of Education**
- School of Education, **The Johns Hopkins University**
- Comer School Development Program, **Yale University School of Medicine**
- The Dana Alliance for Brain Initiatives, **The Dana Foundation**
- National Association of Elementary School Principals (**NAESP**)
- National Association of Secondary School Principals (**NASSP**)
- Department of Speech, Language and Hearing Sciences, **Boston University**
- Athinoula A. Martinos Imaging Center, **Massachusetts Institute of Technology**

WHO SHOULD ATTEND

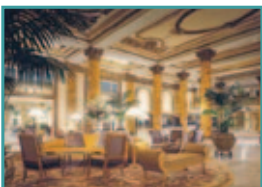
- Educators, Parents
- Curriculum, Staff Developers
- Speech-Language Pathologists
- PS-12 Teachers and Administrators
- Learning Specialists, Special Educators
- Psychologists, Social Workers, Counselors
- Reading, Language, Technology Educators
- Superintendents, Principals, School Heads
- Neuroscientists, Neuropsychologists
- Occupational, Physical Therapists
- College, University Professors
- Teen Teachers and Clinicians
- Researchers, Policy Makers

EARN PROFESSIONAL DEVELOPMENT CREDITS

Professional Credit: Earn up to 16–25 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers, special education professionals and certified counselors. Access LearningAndTheBrain.com/educationfeb.html for more information on the availability of CEUs, PDPs, CEs and other professional development credits, or call 781-449-4010 ext. 101. Certificates of attendance and credits are free via email. However, there is a necessary \$5 fee for shipping and handling, if mailed. Please add \$5 to the registration fee, if you wish to have the professional development credits delivered by mail.

Speech-Language Pathologists: Please download your brochure from LearningAndTheBrain.com to learn more about available ASHA credits.

STAY AT THE HISTORIC FAIRMONT HOTEL – SPECIAL RATES



Pay only \$199 per night, single or double (plus applicable taxes). **Call The Fairmont San Francisco Hotel (site of the conference) at 1-800-441-1414 or 415-772-5000 and refer to "Learning & the Brain."** The discount rate will no longer apply when the block is full, or after January 24, 2011. If the hotel block is filled, access LearningAndTheBrain.com or call PIRI's reservations center at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located at the top of Nob Hill, The Fairmont Hotel provides a spectacular panoramic view of the "City by the Bay." *The Fairmont San Francisco Hotel is ADA compliant.*

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

EDUCATING THE iGENERATION: GLOBAL SKILLS, REFORM & TESTING

Flat World and Education: Transforming Teaching, Learning and Assessment

Linda Darling-Hammond, EdD, Professor of Education; Founder/Director, School Design Network, [Stanford University School of Education](#); Author, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (2010), Co-Author, *Preparing Principals for a Changing World* (2009)

Overcoming the Global Achievement Gap

Tony Wagner, PhD, Co-Director, Change Leadership Group, [Harvard University Graduate School of Education](#); Author, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It* (2009), and *Making the Grade: Reinventing America's Schools* (2001)

The Wikification of Knowledge: Implications for Education

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Professor of Neuroscience Research, Dept. of Molecular, Cellular and Developmental Biology, [University of California, Santa Barbara](#); Author, "The Wikification of Knowledge" (2008, *Nieman Reports*)

Faulty Connections: How School Reform Ignores How the Brain Works

Gerald N. Tirozzi, PhD, Executive Director, National Association of Secondary School Principals; Former, Assistant Secretary of Elementary and Secondary Education, U.S. Department of Education; Co-Author, "Education reform in the United States" (1997, *American Psychologist*)

Mind, Brain & Education in the Era of Globalization

Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Assistant Professor, Brain and Creativity Institute, [University of Southern California](#); Co-Author of "Mind, brain and education in an era of globalization" (2007, *Learning and Living in a Global Era*)

Teaching and Assessing 21st Century Skills

Tony Wagner, PhD, Co-Director, Change Leadership Group, [Harvard University Graduate School of Education](#); Author, *The Global Achievement Gap* (2001); Co-Author, *Change Leadership: A Practical Guide to Transforming Our Schools* (2006)

UNDERSTANDING THE iGENERATION: BRAINS, LEARNING & TEXTING

Digital Youth Network: Fusing Online Communities, School and Home Activities to Develop New Media Literacy

Brigid Barron, PhD, Associate Professor, [Stanford University School of Education](#); Principal Investigator, Digital Youth Network, a research project designed to study how digital technologies are changing the way young people learn; Co-Author, *Powerful Learning: What We Know About Teaching for Understanding* (2008)

Rewired: Understanding the iGeneration and the Way They Learn

Larry D. Rosen, PhD, Research Psychologist; Professor and Former Chair, Department of Psychology, [California State University, Dominguez Hills](#); Author, *REWired: Understanding the iGeneration and the Way They Learn* (2010); Co-Author, *Technostress* (1997)

iBrain: The Technological Alteration of the Student Mind

Gary W. Small, MD, Professor of Psychiatry and Biobehavioral Sciences; Director, Memory and Aging Research Center, Semel Institute for Neuroscience & Human Behavior; [University of California, Los Angeles \(UCLA\)](#); Co-Author, *iBrain: Surviving the Technological Alteration of the Modern Mind* (2009) and *The Memory Prescription* (2005)

Understanding the Digital Generation

Marilee B. Sprenger, MA, Adjunct Professor, [Aurora University](#); Former Teacher; Author, *Brain Based Teaching in the Digital Age* (2010), *The Leadership Brain for Dummies* (2010), and *The Developing Brain* (2008)

Youth, Social Networks and Learning: Implications for Education

Christine Greenhow, EdD, Assistant Professor of Technology and Social Networking, College of Education, [University of Maryland](#); Principal Investigator, Youth and Social Media Research Project; Co-Author, "Informal learning and identity formation in online social networks" (2009, *Learning, Media and Technology*)

"Me and MySpace": Parenting the Net Generation

Larry D. Rosen, PhD, Research Psychologist; Professor, Department of Psychology, [California State University, Dominguez Hills](#); Author, *Me, MySpace and I: Parenting the Net Generation* (2007)

MEETING OF THE MINDS – WINE AND CHEESE RECEPTION

THURSDAY, FEBRUARY 17 from 5:15 PM - 6:15 PM — Free and Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds. Also, Neuroscientist **Gary Small, MD**, Psychologist **Larry Rosen, PhD**, and Educator **James Paul Gee, PhD**, will be in attendance to sign their recent books.

Sponsored by THE DANA ALLIANCE FOR BRAIN INITIATIVES *Advance registration required on the registration form.*



CONFERENCE BEGINS 8:30 AM, FEBRUARY 17



TEACHING THE iGENERATION: VIDEO GAMES AND VIRTUAL WORLDS

Social Learning in Virtual Reality: How Avatars Can Make Us Better Teachers

Jeremy Bailenson, PhD, Founder/Director, Virtual Human Interaction Lab; Associate Professor of Communication, [Stanford University](#);
Co-Author, *Infinite Reality: Avatars, Eternal Life, Universal Consciousness, and the Dawn of the Virtual Age* (2011)

It Takes a Virtual Village: Computational Agency Development Among Marginalized Youth

Sneha Veeragoudar Harrell, PhD, Postdoctoral Research Fellow, Education Research Collaborative Division, TERC; Principal Investigator, Project Fractal Village at [University of California, Berkeley](#), a virtual world where at-risk students engage collaboratively in learning

Teaching Digital Natives – Partnering for Real Learning

Marc Prensky, MBA, Founder/CEO, Games2train; Writer/Consultant; Futurist; Game Designer; Author, *Teaching Digital Natives: Partnering for Real Learning* (2010), and *Digital Game-Based Learning* (2001)

Action Video Games as Exemplary Learning Tools

Daphne Bavelier, PhD, Professor, Brain and Cognitive Sciences; Assoc. Director, Center for Brain Imaging; Director, MindSpace Virtual Reality Laboratory, [University of Rochester](#); Co-Author, “Increasing speed of processing with action video games” (2009, *Current Directions in Psychological Science*)

Digital Games, Digital Learning

David Williamson Shaffer, PhD, Professor of Learning Sciences, Curriculum and Instruction, Dept. of Educational Psychology, [University of Wisconsin-Madison](#); Principal Investigator, Wisconsin Center for Education Research; Author, *How Computer Games Help Children Learn* (2008)

Quest to Learn: Growing a School for Digital Kids

Katie Salen, MFA, Associate Professor in Design and Technology, [Parsons, The New York School for Design](#); Executive Director, Institute of Play; Executive Director of Design, Quest to Learn School in New York, a new 6-12th grade public school that uses a game-inspired curriculum; Co-Editor, *The Ecology of Games: Connecting Youth, Games, and Learning* (2007); Author, *Rules of the Game* (2004)

TREATING LEARNING PROBLEMS: TRAINING, TECHNOLOGY & STRESS

Raising Well-Balanced Children in a Fast-Paced Digital World

Denise Clark Pope, PhD, Senior Lecturer, [Stanford University School of Education](#); Founder, Challenge Success; Author, *Doing School: How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students* (2001)

Games and Training: Practice Improves Reasoning Skills

Silvia A. Bunge, PhD, Associate Professor, Department of Psychology and Helen Wills Neuroscience Institute; Director, Cognitive Control and Development Lab, [University of California, Berkeley](#); Researcher, “Structured Training of Mental Processes (STOMP)”; Co-Author, “Dissociable effects of reasoning and speed training in children” (2010, *Developmental Science*)

Clinical Virtual Reality: 21st Century Tools for Childhood Disorders

Albert A. Rizzo, PhD, Research Scientist, Institute for Creative Technologies; Director, VRPSYCH Lab (Virtual Reality, Psychology and Social Neuroscience), [University of Southern California](#); Co-Author, “Virtual reality and pediatric rehabilitation” (2009, *Developmental Neurorehabilitation*)

Different Brains, Different Learners: Rethinking “Intelligence” for the 21st Century

Jane M. Healy, PhD, Educational Psychologist; Former Adjunct Assistant Professor, [Cleveland State University](#); Author, *Different Learners: Identifying, Preventing, and Treating Your Child’s Learning Problems* (2010), *Your Child’s Growing Mind* (2004), and *Failure to Connect* (1999)

Rethinking Learning Disabilities in the Age of Google

David H. Rose, PhD, Founder/Chief Education Officer, Center for Applied Special Technology (CAST); Faculty, [Harvard University Graduate School of Education](#); Educational Design Consultant, Google Literacy Project; Co-Author, *Teaching Every Student in the Digital Age: Universal Design for Learning* (2002) and *Learning to Read in the Computer Age* (1998)

PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE

PROPOSAL DEADLINE JANUARY 14, 2011 • For more information and details, visit [LearningAndTheBrain.com](#) or call 781-449-4010 ext. 101 or 102. Submit a summary of your poster session for review to info@learningandthebrain.com.

CONFERENCE SCHEDULE:	Pre-Conference Workshops	Wednesday, Feb. 16	10:00 AM–5:00 PM or 1:00 PM–5:00 PM
	Conference Day 1	Thursday, Feb. 17	8:30 AM–5:15 PM
	Conference Day 2	Friday, Feb. 18	8:30 AM–5:15 PM
	Conference Day 3	Saturday, Feb. 19	8:30 AM–12:15 PM
	Post-Conference Workshops	Saturday, Feb. 19	1:15 PM–4:30 PM

MULTITASKING MINDS: MEMORY AND DISTRACTED STUDENTS

Multitasking and Tweens

Clifford I. Nass, PhD, Director, Communication Between Humans and Interactive Media Lab, [Stanford University](#); Researcher in multitasking; Author, *The Man Who Lied to His Laptop: What Computers Can Teach Us About Human Relationships* (2010); Co-Author, *Wired for Speech: How Voice Activates and Advances the Human-Computer Relationship* (2005)

Improving Memory and Learning in Distracted, Multitasking Students

Judy Willis, MD, EdM, Board-Certified Neurologist; Former Elementary and Middle School Teacher; Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](#); Author, *How Your Child Learns Best* (2008); and *Research-Based Strategies to Ignite Student Learning* (2006)

Memory, Learning and Multitasking

Harold Pashler, PhD, Professor, Department of Psychology, [University of California, San Diego](#); Co-Author, “Mental timing and the central attentional bottleneck” (2010, *Attention and Time*); Author, *The Psychology of Attention* (1998)

Understanding the Mind of Supertaskers

David Strayer, PhD, Professor, Department of Psychology; Co-Director, Applied Cognition Lab, [University of Utah](#); Co-Author, “Supertaskers: Profiles in extraordinary multi-tasking ability” (2010, *Psychonomic Bulletin and Review*)

Countering the Cyber Life: Getting in Touch with Our Hunter-Gatherer Genes

John J. Ratey, MD, Associate Clinical Professor of Psychiatry, [Harvard Medical School](#); Author, *Spark: The Revolutionary New Science of Exercise and the Brain* (2008); Co-Author, *Delivered from Distraction: Getting the Most Out of Life with ADD* (2005)

DIGITAL WORDS: LANGUAGE AND LITERACY IN THE DIGITAL AGE

Computer Technology and Reading: 19th, 20th, or 21st Century Skills?

Michael L. Kamil, PhD, Consulting Professor, Psychological Studies in Education; Faculty, [Stanford University](#); Former Member, National Reading Panel; Co-Author, “Computer Technology and Comprehension” (2009, *Handbook of Reading Comprehension*), and “Reading in a Digital Age” (2005, *Threshold*)

Language and Learning: From the Age of Literacy to the Digital Age

James Paul Gee, PhD, Mary Lou Fulton Presidential Professor of Literacy Studies, Division of Curriculum and Instruction, [Arizona State University](#); Former Professor of Linguistics, [Stanford University](#); Author, *What Video Games Have to Teach us About Learning and Literacy* (2007, 2nd Edition) and *Good Video Games and Good Learning* (2007); Co-Author, *Women and Gaming* (2010)

Universal Literacy: The Digital Age Engages the Learning Brain

Dominic W. Massaro, PhD, Professor of Psychology and Computer Engineering; Founding Chair, Digital Arts and Media Program, [University of California, Santa Cruz](#); Developer of the computer animated virtual tutor known as Baldi, which is used as intervention for language learners

Brain Organization for Reading: Software Instruction to Prevent Reading Problems

Jeannine Herron, PhD, Neuropsychologist; Former Researcher, [University of California, San Francisco](#); Founder/Director of the first Head Start Program in the U.S.; Director/CEO, Talking Fingers, Inc.; Co-Author, “Computer-assisted instruction to prevent early reading difficulties in students at risk for dyslexia: Outcomes from two instructional approaches” (2009, *Annals of Dyslexia*)

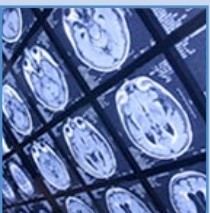
Mind, Brain and Emerging Technology for Robust Learning, Literacy and Assessment

Kurt W. Fischer, PhD, Charles Bigelow Professor; Director, Mind, Brain, and Education Program (MBE), [Harvard University Graduate School of Education](#); Past President, International Mind, Brain, and Education Society (IMBES); Editor, *Mind, Brain and Education Journal*; Co-Author, “Redesigning testing: operationalizing the new science of learning” (2009, *The New Science of Learning: Computers, Cognition and Collaboration in Education*)

eBooks vs. Textbooks: Implications for Education

David B. Daniel, PhD, Associate Professor, Department of Psychology, [James Madison University](#); Managing Educator, *Mind, Brain and Education Journal*; Co-Author, “eBooks or textbooks” (2010, *Computers & Education Journal*)

For schedule and information on additional speakers and sessions, visit [LearningAndTheBrain.com](#).



UC BERKELEY BRAIN SCAN TOURS: SEE THE BRAIN IN ACTION

WEDNESDAY, FEBRUARY 16 – 1:00 PM, 2:00 PM or 3:00 PM Cost Per Person: \$120 (Each tour is one hour.)

Sponsored by the **COGNITIVE CONTROL AND DEVELOPMENTAL LABORATORY**, [University of California, Berkeley](#)

Take this unique opportunity to see an fMRI brain scan in action and learn about research at the Cognitive Control and Development Lab. Call 781-449-4010 ext. 101 or 102 for information and to register for a tour. One person from each tour will be selected by UC Berkeley to have their brain scanned. Limited enrollment.

PRE-CONFERENCE WORKSHOPS - WEDNESDAY, FEBRUARY 16

(By advance registration only. Select one of five. Add \$25 fee if you are not attending the conference.)

FULL-DAY WORKSHOPS • 10:00 AM – 5:00 PM • Cost: \$250 per person

Sustaining Student's Classroom Attention in the Digital Age

There is much to learn from the multimedia, multisensory information that students find so compelling. Learn how to promote the attentive response in the brain without any technology as well as using free interactive technology such as animoto, WIKI, survey monkey, and "clicker" type responses to capture students and sustain attentive focus, engagement, and promote participation.

Judy Willis, MD, EdM, Board-Certified Neurologist, Former Elementary and Middle School Teacher; Adjunct Lecturer, Graduate School of Education, *UC Santa Barbara*; Author, *Learning to Love Math* (2010) and *Research-Based Strategies to Ignite Student Learning* (2006)

Teaching Teens in the Digital Age

(please add \$40 materials fee – includes books by presenters)

Part I: Teaching Tech-Savvy Kids: Changing the Mindset of Educators

Learn about both the educational mindset needed to create good learning environments for teens in a digital age and the technological tools needed to support such environments. Tackle some of the larger philosophical questions around learning and literacy, and learn how to apply this knowledge to integrating technological tools that support collaborative, challenging, and creative learning environments.

Jessica K. Parker, PhD, Assistant Professor of Education, *Sonoma State University*; Author, *Teaching Tech-Savvy Kids: Bringing Digital Media into the Classroom, Grades 5-12* (2010)

Part II: Teaching Teen Brains in the Digital Age

Examine how technology is affecting the structure, function, and development of the adolescent brain and how technology fits into the brain compatible classroom. There is evidence of a "digital divide" between students who were weaned on technology and students and teachers who are trying to catch up and keep up with the latest developments. Learn how to bridge the gap and manage the teenage "techno-brain."

Marilee B. Sprenger, MA, Adjunct Professor, *Aurora University*; Former Teacher; Author, *Brain Based Teaching in the Digital Age* (2010), and *The Developing Brain* (2008)

HALF-DAY WORKSHOPS • 1:00 PM – 5:00 PM • Cost: \$185 per person

High Impact Teaching in the (Generation) XYZ Era of Education

Today's teachers are facing a truly unique challenge: how to cross the biggest 'generational divide' education has ever seen! Gen X and Gen Y teachers, attempting to teach Gen Z students, need a completely different set of skills and choices when designing and conducting their lessons. In this workshop, you will hear about and experience unique teaching techniques you can use to seize and hold their attention, such as using today's music, creating relevance by connecting the material to their world, maximizing their memories' potential, and more.

Richard H. Allen, PhD, Educational Psychologist; President, Green Light Education; Author, *High-Impact Teaching Strategies for the 'XYZ' Era of Education* (2009)

Building the Reading Brain in PreK-3

Reading with comprehension is the lynchpin for school success, yet no reading pathway is present at birth. In this session, Pat Wolfe will explain how the brain's plasticity allows it to use structures and circuits originally devoted to other purposes to build the capacity to read.

Patricia Wolfe, EdD, President, Mind Matters; Educational Consultant; Former Teacher; Author of *Building the Reading Brain, PreK-3* (2004)

Emotions, Today's Culture and Learning

Explore the brain bases of emotion, social interaction and culture, and how these act together to shape brain development and learning. Also examine the implications of emotions and cognitive science research for curriculum and pedagogy.

Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Research Assistant Professor, Brain and Creativity Institute, *University of Southern California*; Author, "Implications of affective and social neuroscience for educational theory" (2010), *Educational Philosophy and Theory*

POST-CONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 19

(By advance registration only. Select one of three. Add \$25 fee if you are not attending the conference.)

HALF-DAY WORKSHOPS • 1:15 PM – 4:30 PM • Cost: \$175 per person

Play, Exercise and Learning in the Digital Age

Take a closer look at the evolution, neurobiology and characteristics of play and exercise, their embedment in the brain's survival circuitry, and the growing data on the relationship of play and exercise to school performance, innovation and creativity, emotional regulation, and overall well-being. The consequences of play deprivation and reduced exercise to individual life and culture in this digital age will likewise be reviewed.

John J. Ratey, MD, Clinical Associate Professor of Psychiatry, *Harvard Medical School*; Author, *Spark: The Revolutionary New Science of Exercise and the Brain* (2008), and **Stuart L. Brown, MD**, President, The National Institute of Play; Clinical Associate Professor, Psychiatry, *University of California, San Diego*; Co-Author, *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (2009)

Teaching 21st Century Skills: Using Technology and Learner Centered Classrooms

Explore the key technologies and lessons in 21st Century school development that encompass a new student-centered learning culture in the classroom. Examine the best way to engage and challenge students and provide them with 21st century knowledge and skills.

Bob Pearlman, Strategy Consultant, 21st Century School and District Development; Contributing Author, *21st Century Skills: Rethinking How Students Learn* (2010); Author, "Making 21st century schools (2009, *Educational Technology*)

Stress, Addiction and the Growing Brain: New Challenges for Teaching Today's Students

This workshop will explore the neurological and genetic roots of the stress response and addictive behaviors in video gaming, difference between "good stress" and "bad stress," and how to identify and minimize damaging sources of stress at home and in school.

Jane M. Healy, PhD, Educational Psychologist; Author, *Your Child's Growing Mind* (2004), and *Failure to Connect: How Computers Affect Our Children's Minds and What We Can Do About It* (1999)

For more details on workshops, visit LearningAndTheBrain.com/workshopsf.html

UPCOMING CONFERENCES

REGISTER NOW FOR THE CHICAGO L&B CONFERENCE AND SAVE



LEARNING & *the* BRAIN: THE SCIENCE OF STUDENT SUCCESS

MAY 5–7, 2011 in CHICAGO, ILLINOIS
Held at the Westin Michigan Avenue Chicago Hotel

Co-sponsors include: Human Performance Laboratory, **The University of Chicago**
Auditory Neuroscience Laboratory, **Northwestern University**

OPTIMIZING THE BRAIN FOR STUDENT SUCCESS

The neurosciences are gaining insights into how training, motivation and mindsets allow athletes to excel and students to succeed in school, learn skills and maximize achievements, as well as how our fears can lead to failure. Explore how to use these new discoveries in the science of success to help students and school athletes excel in tests, school and achievement and prevent failures in performance, learning, math and reading.

FEATURED SPEAKERS:

Sian L. Beilock, PhD, Associate Professor of Psychology; Principal Investigator, Human Performance Lab, **The University of Chicago**; Author, *CHOKe: What the Secrets of the Brain Reveal About Getting It Right When You Have To* (2010)

Mihaly Csikszentmihalyi, PhD, Distinguished Professor of Psychology and Management; Director, Quality of Life Research Center, Graduate School of Management, **Claremont Graduate University**; Former Chair, Department of Psychology, **The University of Chicago**; Author, *Flow: The Psychology of Optimal Experience* (2008), *Finding Flow: The Psychology of Engagement with Everyday Life* (1998), and *Creativity: Flow and the Psychology of Discovery and Invention* (1997)

Daniel Coyle, Journalist; Contributing Editor, *Outside Magazine*; Adjunct Faculty Member, **Northwestern University**; Author, *The Talent Code: Greatness Isn't Born. It's Grown. Here's How* (2009) and *Lance Armstrong's War* (2006)

Mark J. Fenske, PhD, Assistant Professor of Neuroscience & Applied Cognition, College of Social & Applied Human Sciences, **University of Guelph**; Co-Author, *The Winner's Brain: 8 Strategies Great Minds Use to Achieve Success* (2010)

Register online at LearningAndTheBrain.com **by Feb. 28, 2011 to receive a discounted rate** or call 781-449-4010 ext. 101 or 102. Register jointly with the San Francisco conference to save even more.

REGISTER NOW FOR THE NEW YORK CITY ONE-DAY L&B SYMPOSIUM AND SAVE



LEARNING & *the* BRAIN: SPECIAL ONE-DAY SYMPOSIUM

APRIL 7, 2011 in NEW YORK CITY
Held at Alfred Lerner Hall

Co-sponsors include: Neuroscience & Education Program, Teachers College, **Columbia University**
Dana Alliance for Brain Initiatives,
part of Dana's "Brain Awareness Week" Campaign

SEARCHING FOR MEMORY AND ACHIEVEMENT IN THE CLASSROOM

This one-day *Learning & the Brain* Symposium will bring neuroscientists and educators together to explore how memory works in the brain and its connection to classroom performance, the achievement gap, and language/learning deficits. It will also provide strategies and methods for improving memory for student learning and test taking.

FEATURED SPEAKER:

Eric Kandel, MD, Neuroscientist; Founder, Center for Neurobiology and Behavior; Professor of Biochemistry and Biophysics, **Columbia University College of Physicians and Surgeons**; Nobel Prize winner; Author, *In Search of Memory: The Emergence of a New Science of Mind* (2007); Co-Author, *Memory: From Mind to Molecules* (2008).

Register online at LearningAndTheBrain.com **by Feb. 11, 2011 to receive a discounted rate** or call 781-449-4010 ext. 101 or 102.

MORE L&B LEARNING EXPERIENCES: SUMMER INSTITUTES

Based on cutting-edge neuroscience, these Summer Institutes extend the L&B conferences and provide personalized training and practical applications. All workshops are limited to no more than 35 participants. Register early to reserve your space.

For more information and to register, visit LearningAndTheBrain.com or call 781-449-4010 ext. 101 or 102.



MAKING CONNECTIONS: THE ART & SCIENCE OF TEACHING

JUNE 21–24, 2011

At Lawrence Academy in historic Groton, MA

Sponsored by Learning & the Brain and Lawrence Academy

Collaborate in facilitated discussions and analyses of case studies to develop scientifically grounded approaches for understanding and meeting the diverse cognitive, social and emotional needs of students and foster healthy enduring development and learning in your students. Acquire concrete tools and strategies for the design of curricula and assessment.

Workshop Leader: Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Assistant Professor of Psychology, Brain and Creativity Institute, University of Southern California; Co-Author, "We feel, therefore we learn: The relevance of affective and social neuroscience to education" (2007, *Mind, Brain & Education*)

TUITION: \$1,975 PER PERSON (includes room and board)



THE NEUROSCIENCE OF LEARNING: MEETING THE CHALLENGES OF INDIVIDUAL DIFFERENCES

JULY 19–22, 2011

At Harvard Faculty Club, Cambridge, MA

Sponsored by Learning & the Brain and CAST (Center for Applied Special Technology)

Most theories of learning and development treat individual differences as noise. In this workshop we will treat individual differences as fundamental to understanding both the science of learning and the "art" of teaching. The first half of the workshop will consider individual differences from the perspective of recent affective and cognitive neuroscience – such as the major sources of variability and dynamic instabilities in learning. The second half of the workshop will consider how educators can optimally respond to those differences, emphasizing recent advances in learning technology and universal design for learning.

Workshop Leader: David H. Rose, EdD, Founder and Chief Education Officer, Center for Applied Special Technology (CAST); Faculty, Harvard University Graduate School of Education; Co-Author, *A Practical Reader in Universal Design for Learning* (2006), *Teaching Every Student in the Digital Age* (2008), *Universal Design for Learning* (2002) and *Learning to Read in the Computer Age* (1998)

TUITION: \$2,275 PER PERSON (includes meals, as well as accommodations at the Harvard Square Hotel)



NEUROSCIENCE & THE CLASSROOM: STRATEGIES FOR MAXIMIZING ENGAGEMENT, MEMORY & POTENTIAL

AUGUST 2–5, 2011

At University of California, Santa Barbara

Sponsored by Learning & the Brain and the Neuroscience Research Institute, UC Santa Barbara

Come and explore the latest findings from the neuroscience of learning and what you can now do in your classroom to ignite student learning. You'll dive deeper into the structure and function of the brain to learn how memories are formed and how skills are learned. Application of neuro-logical strategies will help build students' confidence, independence, and resilience to persevere through challenges as they reconnect with the joy of learning and discovery they experienced in childhood.

Workshop Leader: Judy Willis, MD, EdM, Board-Certified Neurologist; Former Elementary and Middle School Teacher; Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, *Learning to Love Math* (2010), *Teaching the Brain to Read* (2008) and *Research-Based Strategies to Ignite Student Learning* (2006)

TUITION: \$1,975 PER PERSON (includes room and board)

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EARLY DISCOUNT RATE (ENDS NOVEMBER 30th, 2010)	\$495 per person (\$460 for L&B Society Members)
General Registration	\$565 per person (\$530 for L&B Society Members)
Late Registration (AFTER FEBRUARY 4, 2011)	\$580 per person (\$545 for L&B Society Members)
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Group Rates (Five or more from one organization submitted together)	\$450 (ENDS Nov. 30)/\$475 (AFTER Nov. 30) per person x _____ registrants

Please Register Me for a Wednesday, Feb. 16 Pre-conference Workshop Add \$25 if not attending the Feb. conference \$ _____

<input type="radio"/> Sustaining Students' Classroom Attention	10:00 am – 5:00 pm	\$250 per person
<input type="radio"/> Teaching Teens in the Digital Age	10:00 am – 5:00 pm	\$290 per person (incl. materials fee)
<input type="radio"/> High Impact Teaching in the XYZ Era	1:00 pm – 5:00 pm	\$185 per person
<input type="radio"/> Building Reading Brains in PreK–3	1:00 pm – 5:00 pm	\$185 per person
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Please Register Me for a Saturday, Feb. 19 Post-conference Workshop Add \$25 if not attending the Feb. conference \$ _____

<input type="radio"/> Play, Exercise and Learning in the Digital Age	1:15 pm – 4:30 pm	\$175 per person
<input type="radio"/> Teaching 21 st Century Skills	1:15 pm – 4:30 pm	\$175 per person
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I am interested in the UC Berkeley Brain Scan Tour. (Please call 781-449-4010 ext. 101 or 102 to check availability for tours.)

GRAND TOTAL: \$ _____

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

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