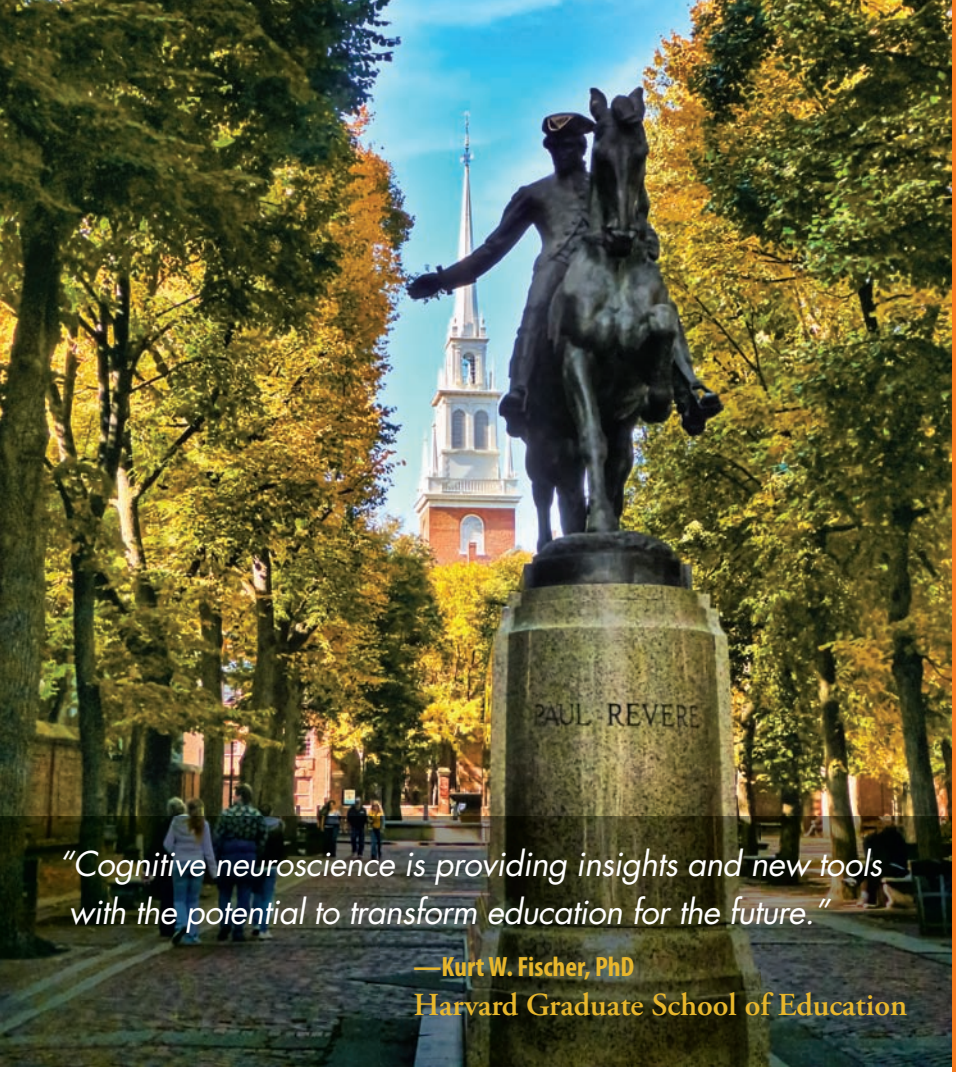

"Cognitive neuroscience is providing insights and new tools with the potential to transform education for the future."

—Kurt W. Fischer, PhD
Harvard Graduate School of Education

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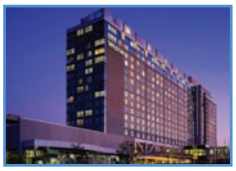

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Please Register Me for a Friday, Nov. 18 Pre-Conference Workshop *Add $25 if not attending the Nov. conference* $_____

❍ **Brain Research and the Learner-Friendly Classroom**	8:30 am – 12:45 pm	$185 per person
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❍ **How to Think: A Cognitive Approach to Prevention of Early High-Risk Behaviors**	8:30 am – 12:45 pm	$185 per person
❍ **Building the Eight Pillars of Capable Young Minds**	8:30 am – 12:45 pm	$185 per person
❍ **Creative Teens: Creativity and Creative Thinking in the Classroom**	8:30 am – 12:45 pm	$185 per person
❍ **Reading and Literacy Skills in the 21st Century**	8:30 am – 12:45 pm	$185 per person

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SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax, email or mail. Cancellations must be requested no later than November 4, 2011. No cancellations will be accepted after November 4. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person through Sept. 30, 2011, or $150 per person if you cancel after Sept. 30 through November 4. Cancellations must be sent in writing to PIRI at 35 Highland Circle, 1st Floor, Needham, MA 02494-3099 or faxed to PIRI at 781-449-4024.

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CONFERENCE PROGRAM TOPICS
WITH A DISTINGUISHED FACULTY

FUTURE MINDS: TEACHING 21ST CENTURY COGNITIVE SKILLS

Five Minds for the Future

Howard E. Gardner, PhD, John H. and Elisabeth A. Hobbs Professor of Cognition and Education, Harvard Graduate School of Education; Adjunct Professor of Psychology, Harvard University; Senior Director, Harvard Project Zero; Winner of the MacArthur Prize; Author, *The Unschooled Mind* (2011), *Five Minds for the Future* (2009) and *Multiple Intelligences* (2006)

Curriculum 21: Essential Education for a Changing World

Heidi Hayes Jacobs, EdD, Executive Director, Curriculum Mapping Institute; President, Curriculum Designers, Inc.; Adjunct Associate Professor, Teachers College, Columbia University; Author, *Curriculum 21: Essential Education for a Changing World* (2010)

Alone Together: A Meditation on the Future of Teaching and Learning in the 21st Century

Sherry R. Turkle, PhD, Abby Rockefeller Mauzé Professor of the Social Studies of Science and Technology; Director, MIT Initiative on Technology and Self, Program in Science, Technology and Society, Massachusetts Institute of Technology; Author, *Alone Together: Why We Expect More from Technology and Less from Each Other* (2011), *Simulation and Its Discontents* (2009) and *Life on the Screen: Identity in the Age of the Internet* (1997)

Teaching, Learning, and Leading in the 21st Century

Tony Wagner, EdD, Innovation Education Fellow, Technology & Entrepreneurship Center, Harvard School of Engineering and Applied Sciences, Harvard University; Author, *The Global Achievement Gap* (2008) and *Making the Grade: Reinventing America's Schools* (2001)

21st Century Skills: Preparing Students for the New Global Economy

Charles K. Fadel, MBA, Global Education Lead, Cisco Systems; Cisco Board Member at the Partnership for 21st Century Skills; Visiting Practitioner, Harvard Graduate School of Education; Co-Author, *21st Century Skills: Learning for Life in Our Times* (2009), and **Bernie Trilling, MA**, Former Global Director, Oracle Education Foundation; Co-Author, *21st Century Skills: Learning for Life in Our Times* (2009)

21st Century Learning: Implications for Teaching

Christopher J. Dede, EdD, Timothy E. Wirth Professor in Learning Technologies, Technology, Innovation and Education Program, Harvard Graduate School of Education; Member of the Massachusetts 21st Century Skills Task Force, the 2010 National Educational Technology Plan Technical Working Group and the Partnership for 21st Century Skills; Co-Editor, *Scaling Up Success* (2005)

GIFTED/LD MINDS: DISCOVERING VISUAL & CREATIVE-THINKING TALENTS

Seeing What Others Don't: Engines of Discovery for the 21st Century

Thomas G. West, MA, Director, Center for the Study of Dyslexia and Talents; Advisory Board, The Krasnow Institute for Advanced Study, George Mason University; Author, *In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics and the Rise of Visual Technology* (2009), *Thinking Like Einstein* (2004) and *In the Mind's Eye* (1991)

Using Electrophysiological and Neuroimaging Tools for Early Autism Identification and Treatment

Charles A. Nelson III, PhD, Professor of Pediatrics, Harvard Medical School; David Scott Chair, Pediatric Development Medicine Research; Research Director, Developmental Medicine Center, Lab. of Cognitive Neuroscience, Children's Hospital Boston; Co-Author, "EEG complexity as a biomarker for autism spectrum disorder risk" (2011, *BMC Medicine*)

Thinking Outside the Box: Connections Between ADHD and Creativity

Holly A. White, PhD, Assistant Professor of Psychology, Eckerd College; Researcher on creative thinking and divergent thinking in adults with ADHD; Co-Author, "Creative style and achievement in adults with attention-deficit/hyperactivity disorder" (2011, *Personality and Individual Differences*)

Maximizing Success with Autism: Using Our Strengths to Achieve a Fulfilling and Productive Life

Stephen M. Shore, EdD, Assistant Professor of Special Education, Adelphi University; Co-Author, *Understanding Autism for Dummies* (2006) and *Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome* (2003)

How the Gifted Brain Learns in the 21st Century

David A. Sousa, EdD, Consultant; Member, Cognitive Neuroscience Society; Author, *How the Brain Learns* (2011, 4th Edition), *What Principals Need to Know about the Basics of Creating Brain-Compatible Classrooms* (2011) and *How the Gifted Brain Learns* (2009, 2nd Edition)

Shine: Using Brain Science to Get Innovation and The Best From Your Students

Edward M. Hallowell, MD, Child and Adult Psychiatrist; Founder of The Hallowell Center for Cognitive and Emotional Health; Former Faculty, Harvard Medical School; Author, *Shine: Using Brain Science to Get the Best from Your People* (2011) and *Overloaded Circuits* (2009)

MIT "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

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CONFERENCE BEGINS 1:30 PM, NOVEMBER 18

SCHEDULE:

FRIDAY, NOVEMBER 18	8:30 AM – 12:45 PM	Pre-Conference Workshops
FRIDAY, NOVEMBER 18	1:30 PM – 5:30 PM	Conference Day 1
SATURDAY, NOVEMBER 19	8:30 AM – 5:30 PM	Conference Day 2
SUNDAY, NOVEMBER 20	8:30 AM – 5:00 PM	Conference Day 3

CREATIVE MINDS: INSTRUCTING INNOVATION & IMAGINATION

Creative Brains: Maximizing Imagination and Innovation in Students

Shelley H. Carson, PhD, Adjunct Faculty, Department of Psychology, Harvard University; Researcher on creativity; Blogger, *Psychology Today;* Author, *Your Creative Brain: Seven Steps to Maximize Imagination, Productivity, and Innovation in Your Life* (2010)

Innovative Teaching: Implications of Creativity Research for the Classroom

Mark A. Runco, PhD, Endowed Professor, Torrance Creativity Center; E. Paul Torrance Endowed Professor, Creative Studies and Gifted Education, University of Georgia, Athens; Editor, *Creativity Research Journal*; Co-Editor, *Encyclopedia of Creativity* (2011, 2nd Edition); Author, "Creativity and education" (2008, *New Horizons in Education*) and *Divergent Thinking* (1991)

The Creative-Artistic Brain: Education in the 21st Century

Mariale M. Hardiman, EdD, Co-Director, Neuro-Education Initiative, Johns Hopkins University School of Education; Former Principal, Baltimore City Public Schools; Author, *Brain-Targeted Teaching for 21st Century Schools* (2012), *Connecting Brain Research with Effective Teaching* (2003) and "Connecting brain research with dimensions of learning" (2001, *Educational Leadership*)

Creativity and Innovation in Schools

Charles K. Fadel, MBA, Global Education Lead, Cisco Systems; Cisco Board Member at the Partnership for 21st Century Skills; Visiting Practitioner, Harvard Graduate School of Education; Member, Massachusetts Governor's Readiness Project and 21st Century Skills Task Force; Co-Author, *21st Century Skills: Learning for Life in Our Times* (2009)

The Neuroscience of Creativity, The Arts and Learning

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Chair and Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, University of California, Santa Barbara

THINKING MINDS: PROMOTING PROBLEM SOLVING & REASONING SKILLS

Critical Thinking and 21st Century Skills

Daniel T. Willingham, PhD, Cognitive Scientist; Professor of Psychology; Faculty, Center for the Advanced Study of Teaching and Learning, University of Virginia; Author, *Why Don't Students Like School* (2009), *Cognition: The Thinking Animal* (2008) and "Can critical thinking be taught?" (2007, *American Educator*)

Education for Thinking

Deanna Kuhn, PhD, Professor of Psychology and Education, Dept. of Human Development, Teachers College, Columbia University; Author, *Education for Thinking* (2008) and *The Skills of Argument* (1991); Co-Author, "The development of cognitive skills to support inquiry learning" (2000, *Cognition and Instruction*)

Creating Critical Explorers in the Classroom

Eleanor R. Duckworth, PhD, Cognitive Psychologist; Professor of Education, Harvard Graduate School of Education; Former student and colleague of Jean Piaget; Developer of the teaching/research approach "Creating Critical Explorers in the Classroom" and a new website for teachers: criticalexplorers.org; Author, "Helping students get to where ideas can find them" (2009, *The New Educator*), *The Having of Wonderful Ideas* (2006, 3rd Edition) and "Critical exploration in the classroom" (2005, *New Educator*)

Empowering Students with Networked Learning for Critical Thinking and Collaboration

Martha Stone Wiske, EdD, Lecturer on Education, Technology, Innovation, and Education Program, Harvard Graduate School of Education; Co-Founder of WIDE World, an online professional development program; Director, Education with New Technologies, a networked learning environment to support teaching with new technologies; Author, "Unleashing the power of networked learning" (2011, *Innovations in Education Series, Harvard Business Review*) and *Teaching for Understanding with Technology* (2004)

Habits of Mind Taught in the Art Studio: Do They Transfer?

Ellen Winner, PhD, Director, Arts and Mind Lab; Professor and Chair, Department of Psychology, Boston College; Senior Research Associate, Project Zero, Harvard Graduate School of Education; Co-Author, "Visual thinking: Art students have an advantage in geometric reasoning" (2011, *Creative Education*); Author, *Studio Thinking: The Real Benefits of Visual Arts Education* (2007)

For more information and additional speakers, check the website at ***LearningAndTheBrain.com****.*
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ETHICAL/GLOBAL MINDS: CONNECTING CULTURES, SOCIAL VALUES & IDEAS

Global Minds & Brains: Educating Students as Citizens of the World

Kurt W. Fischer, PhD, Charles Bigelow Professor of Education; Director, Mind, Brain and Education Program (MBE), Harvard University Graduate School of Education; Founding President, International Mind, Brain and Education Society (IMBES); Editor, *Mind, Brain and Education Journal;* Co-Author, "Mind, brain and education in the era of globalization" (2007, *Learning and Living in the Global Era*)

Dogmatism in the Global Age: The Warping and Stunting of Creativity, Intelligence and Morality

Don Ambrose, PhD, Professor of Graduate Education, College of Liberal Arts, Education, and Sciences, Rider University; Editor, *Roeper Review; Co-Author, How Dogmatic Beliefs Harm Creativity and Higher-level Thinking* (2011) and *Morality, Ethics, and Gifted Minds* (2009)

Teen Brains: Thinking and Reflection in a Global World

Thomas J. Cottle, PhD, Professor of Education, School of Education, Boston University; Sociologist; Licensed Clinical Psychologist; Author, *Sense of Self: The Work of Affirmation* (2003), *Beyond Self Esteem* (2003) and *Mind Fields: Adolescent Consciousness in a Culture of Distraction* (2001)

The Social Brain: Implications of Cultural Differences for Education and Learning in the Global Age

Mary Helen Immordino-Yang, EdD, Assistant Professor of Education and Psychology, Rossier School of Education; Assistant Professor of Psychology, , Brain and Creativity Institute, University of Southern California; Co-Author, "Perspectives from social and affective neuroscience on the design of digital learning technologies" (2011, *Affective Prospecting: New Perspectives on Affect and Learning Technologies*)

Culture, History and Psychological Fitness

Jerome Kagan, PhD, Professor of Psychology Emeritus, Harvard University; Author, *The Temperamental Thread: How Genes, Culture, Time and Luck Make Us Who We Are* (2010) and *The Three Cultures: Natural Sciences, Social Sciences and The Humanities in the 21st Century* (2009)

Facts About the Reading Brain: Literacy in the Global Age

Willy Wood, MA, President, Open Mind Technologies; Former High School Teacher; Language Arts Consultant; National presenter on brain-based teaching, reading and literacy; Founder, Missouri Reading Initiative (MRI) for grades K-3

TRAINING MINDS: USING BRAIN RESEARCH & TOOLS TO MASTER SKILLS

Training Brains: Improving Behavior, Cognition, and Neural Mechanisms of Attention in Lower SES Children

Helen J. Neville, PhD, Director, Brain Development Lab; Director, Center for Cognitive Neuroscience; Robert and Beverly Lewis Endowed Chair; Professor of Psychology, Institute of Neuroscience, University of Oregon; Co-Author, "Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds" (2009, *Developmental Science*)

Leveraging 21st Century Tools to Meet the Needs of Struggling Math Students

David A. Dockterman, EdD, Adjunct Lecturer on Education, Technology, Innovation, and Education Program, Harvard Graduate School of Education; Vice President and Chief Academic Officer, Scholastic Inc's Tom Snyder Productions; Author, *Easy Ways to Make Technology Work for You, Grades 4-8* (2003) and *Weaving Technology into Your Teaching* (2002)

Learning from Scratch: Training 21st Century Skills

Natalie Rusk, PhD, Research Specialist, Lifelong Kindergarten Group, Media Lab, Massachusetts Institute of Technology; Founder, *Computer Clubhouse*; Lead Developer of Scratch, a programming language that helps students learn important mathematical and computational ideas while learning to think creatively, reason systematically and work collaboratively

Technology as Tools to Shape Tomorrow's Minds

Suzy Cox, PhD, Assistant Professor, College of Education, Utah Valley University; Researcher on how technology can facilitate the development of Gardner's Five Minds for the Future; Co-Author, "Building an online instructional design community" (2003, *Educational Technology*)

Brain Research to Help Students Develop Their Highest Cognitive Potential

Judy Willis, MD, EdM, Board-Certified Neurologist, Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, *Learning to Love Math* (2010), *Inspiring Middle School Minds* (2009) and *Research-Based Strategies to Ignite Student Learning* (2006)

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PRE-CONFERENCE WORKSHOPS

FRIDAY, NOVEMBER 18 8:30 AM –12:45 PM

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1. Brain Research and the Learner-Friendly Classroom

Participants will explore some of the exciting findings from cognitive neurosciences that have implications for educational practice. Examine attention and memory systems and discuss ways of translating these findings into effective strategies designed to ensure a learner-friendly classroom where students can achieve and see learning as a productive venture. **David A. Sousa, EdD,** Author, *How the Brain Learns* (2011, 4th Edition); Editor, *Mind, Brain and Education: Neuroscience Implications for the Classroom* (2010)

2. Instruction and Curriculum Tools for 21st Century Minds and Brains

Learn about how the brain learns best along with what "Understanding by Design" has developed for the ideal curriculum, assessment and instruction in a way that unites two powerful forces to help educators prepare learners for the challenges and opportunities of the 21st century. This workshop will examine practical ways for integrating key ideas of research from neuroscience and cognitive psychology for building the skill sets critical for 21st century success. **Judy Willis, MD, EdM**, Neurologist, Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, *Research-Based Strategies to Ignite Student Learning* (2006); and **Jay McTighe, MA**, Educational Consultant; President, Jay McTighe & Assoc.; Co-Author, *Schooling By Design: Mission, Action, Achievement* (2007)

3. How to Think: A Cognitive Approach to Prevention of Early High-Risk Behaviors in Young Children

Find out how a universal prevention program, "I Can Problem Solve" (ICPS) can offer practical skills for helping children, ages 4-12 learn how to think through and resolve everyday conflicts and get along with others. Focus will include specific interpersonal thinking skills that guide behavior. Interactive activities will help participants learn how to apply a problem solving style of talk that helps to prevent and reduce early high-risk behaviors such as physical, verbal, and relational aggression, inability to wait and cope with frustration and social withdrawal. Raising a Thinking Child, a program for parents to learn the problem solving approach with their children, will also be introduced. **Myrna Shure, PhD**, Developmental Psychologist; Research Professor, Department of Psychology, Drexel University, Author, *Thinking Parent, Thinking Child* (2005), *I Can Solve a Problem* (2001), *Raising a Thinking Preteen* (2000) and *Raising a Thinking Child* (1996)

4. Building the Eight Pillars of Capable Young Minds

Dr. Cox will describe how executive function helps children to navigate important developmental hurdles, both social and academic. Special emphasis is placed on the roles of working memory, self-monitoring and cognitive flexibility and their contribution to productivity and self-confidence. Strategies for building, coaching and assessing the eight pillars of executive function in all ages will be provided. **Adam J. Cox, PhD**, Clinical Psychologist; Author, *No Mind Left Behind: The Eight Essential Brain Skills Every Child Needs to Thrive* (2008)

5. Creative Teens: Creativity and Creative Thinking in the Classroom

PART I: Creativity: Understanding Innovation in Problem Solving

Explore research for improving creative thinking and problem solving in the brain. Examine case studies of creative advances and its implication for education. **Robert W. Weisberg, PhD**, Professor of Psychology; Director of Graduate Studies; Director of the Brain, Behavior, and Cognition Cluster; Department of Psychology, College of Liberal Arts, Temple University; Author, *Creativity: Understanding Innovation in Problem Solving, Science, Invention, and the Arts* (2006); Co-Author, "Out-of-the-box thinking in creativity" (2009, *Tools for Innovation*)

PART II: Sparking, Harnessing, and Directing Creativity in the Classroom

Discover how to foster creativity and creative thinking in the classroom and the many ways school practices can dampen or even destroy creativity. Practical suggestions for making your classroom a hotbed of creativity will be offered. **Willy Wood, MA**, President, Open Mind Technologies; former high school teacher; national speaker on brain-based teaching

6. Reading and Literacy Skills in the 21st Century: From the Internet to Neuro-Imaging

PART I: New Literacies for a New Time: Preparing Students for the 21st Century with Common Core Standards

Discover how the Internet poses new challenges for learners that extend beyond traditional reading comprehension skills. Investigate a new online assessment to measure online reading comprehension as well as a new student-centered model of instruction designed to better prepare students for the unique challenges of reading and learning on the Internet. This talk will include a series of recommendations for educational leaders and policymakers seeking to prepare all students for their literacy future in a digital age. **Donald J. Leu, PhD**, Neag Endowed Chair in Literacy and Technology; Professor of Education; Director, The New Literacies Research Lab, Neag School of Education, University of Connecticut; and **Heidi Everett-Cacopardo, Elena Forzani** and **Clint Kennedy**, Doctoral Students/Researchers, The New Literacies Research Lab, Neag School of Education, University of Connecticut

PART II: NeuroFuture: Neuroimaging and Cognitive Technologies to Predict and Provide Intervention for Struggling Readers

Examine how modern neuroimaging techniques may actually predict future reading problems in children and the promise of new cognitive technologies to help struggling readers. **John D.E. Gabrieli, PhD**, Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, MIT; Author, "Dyslexia: A new synergy between education and cognitive neuroscience" (2009, *Science*)

EVENTS

"MEETING OF THE MINDS" – WINE & CHEESE RECEPTION

FRIDAY, NOV. 18 from 5:30 PM - 6:30 PM — Free & Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds.

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

CONFERENCE POSTER SESSIONS

Submit a summary of your poster session for review to INFO@LearningAndTheBrain.com. Proposal deadline October 14, 2011.

For more information, visit **LearningAndTheBrain.com**, or call 781-449-4010 Ext. 101.