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Based on cutting-edge neuroscience, these Summer Institutes extend the L&B conferences and provide personalized training and practical applications for educators. 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.

THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS
JUNE 26-29, 2012
At Harvard Faculty Club, Cambridge, MA
Sponsored by LEARNING & the BRAIN®

Discover the concepts of student engagement, motivation and resilience through the lens of “mindsets.” You will develop an understanding of the relationship among these concepts that will allow you to design and implement strategies to help create a positive school climate.


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

INNOVATIONS BY DESIGN: INTENSIVE PROJECTS IN CLASSROOM TECHNOLOGY
JULY 17-20, 2012
At Harvard Faculty Club, Cambridge, MA
Sponsored by LEARNING & the BRAIN®

Create a personalized plan of action for change based on the latest research in cognitive neuroscience, behavioral psychology and teaching and learning. You will learn ways to leverage educational technology to support cognitive development, behavior change and motivation as well as how to tap research and expertise outside your knowledge base to promote innovative thinking.

Workshop Leader: David Dockterman, EdD, 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)

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
JULY 24-27, 2012
At University of California, Santa Barbara, CA
Sponsored by LEARNING & the BRAIN® and the Neuroscience Research Institute, University of California, 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 will dive deeper into the structure and function of the brain to learn how memories are formed and how skills are learned. Application of these 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)

For more details about the summer institutes, visit www.LearningAndTheBrain.com.
ENGAGING, TEACHING AND TREATING THE MULTI-TASKING, VIDEO-GAME PLAYING NET GENERATIONS

Neuroscience is finding that today's multitasking digital media environment is changing students' brains, in positive and negative ways, and will transform teaching, education and learning. Explore how the Internet affects students' brains, focus and behavior; how apps, video games and social networks are being used to rethink learning, teaching and interventions; and how new cognitive computer games can improve student learning, memory, attention, reading, math and science skills.

LEARNING OBJECTIVES

SLP participants will be able to:

✓ Describe the impact of multitasking on ADHD, memory and attention
✓ Explain ways the Internet is changing student attention and learning
✓ Apply strategies for teaching and engaging Net Generation learners
✓ Discuss ways technology is transforming education and interventions
✓ Identify how new technologies affect reading and reading intervention
✓ Explore the impact of new media on stress, addiction and cyber-bullying
✓ Examine how video games can improve attention, memory and learning
✓ Use social networks to improve learning, communication and social skills
✓ Improve engagement and lead 21st Century schools with new technologies

CO-Sponsors

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The Dana Alliance for Brain Initiatives, The Dana Foundation
The Neuroscience Research Institute, University of California, Santa Barbara
National Association of Elementary School Principals (NAESP)
Dept. of Speech, Language & Hearing Sciences, Sargent College, Boston University
Learning & the Brain® Foundation
NASSP

WHO SHOULD ATTEND

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

EARN SLP PROFESSIONAL DEVELOPMENT CREDIT

Boston University 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 1.7 CEUs (Intermediate level; Professional area).

Credits are available for conference only.

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Located in Arlington, VA minutes from the Reagan National Airport and right across the Potomac River from Washington, DC, the hotel is next to the Crystal City Metro stop and convenient to all the sites of the DC area.
WEB-CONNECTED MINDS: HOW TECHNOLOGY TRANSFORMS BRAINS, TEACHING AND ATTENTION

Explore the latest research on:

- Ways the Internet Rewires the Brain
- How Multitasking Alters Attention
- Using Technology to Boost Engagement
- Teaching and Reaching the Net Generations
- Addiction/Aggression and Video Games
- How Technology Transforms Teaching
- Social Networks and Improved Learning
- Exercise Games on Learning/Thinking
- Rethinking Education in a Techno Age
- Methods to Improve Student Focus
- iDisorders, Stress and Cyber-Bullying
- Impact of Technology on Cognitive Skills
- Leading 21st Century Schools/Classrooms
- Using Technology for Interventions
- Video Game-Based Schools/Curriculum
- Digital Reading, Science and Math

EARN PROFESSIONAL DEVELOPMENT CREDITS

SUMMER INSTITUTES

See inside or visit LearningAndTheBrain.com for details.
WEB-CONNECTED MINDS:
HOW TECHNOLOGY TRANSFORMS BRAINS, TEACHING AND ATTENTION

AT THE CRYSTAL GATEWAY MARRIOTT HOTEL
ARLINGTON, VA

MAY 4-6, 2012

Pre-Conference Workshops: May 4
Early Discount Deadline: February 29, 2012

“This conference will address the critical topics that educators must consider as they strive to meet the needs of learners of the iGeneration.”

—Mariale M. Hardiman, EdD
School of Education
Johns Hopkins University
Leading 21st Century Schools: Harnessing Technology for Student Engagement

Rethinking Education in the Age of Technology
Allan M. Collins, PhD, Professor Emeritus, Education and Social Policy, Northwestern University; Cognitive Psychologist; Founding Editor, Cognitive Science; Visiting Senior Lecturer, Harvard Graduate School of Education; Author, Rethinking Education in the Age of Technology (2009)

21st Century Education and Understanding iGeneration Learning:
How Technology Rewires Brains and Teaching Strategies
Larry D. Rosen, PhD, Research Psychologist; Professor, Department of Psychology, California State University, Dominguez Hills; Author, “Teaching the iGeneration” (2011, Educational Leadership) and REWIRED: Understanding the iGeneration and How They Learn (2010)

Educating Today’s Digital Brains: From Digital Natives to Digital Wisdom
Marc R. Prenewsky, MBA, Founder/CEO, Games2Train; Consultant; Futurist and Game Designer; Author, Brain Gain: Technology and the Quest for Digital Wisdom (2012), From Digital Natives to Digital Wisdom (2012), Teaching Digital Natives (2010) and Digital Game-Based Learning (2001)

Are Today’s Students REALLY the Dumbest Generation?
William M. Ferriter, MS Ed, Teacher, North Carolina; Founding Member and Senior Fellow, Teacher Leaders Network; Teacher-in-residence, Center for Teaching Quality; Author, Teaching the iGeneration (2010); Co-Author, Communicating and Connecting With Social Media (2012)

Technology, Natural Learning and the Human Brain
Geoffrey Caine, LLM, Co-Director, Caine Learning Center; Executive Director, Natural Learning and Research Institute; National Director, Mind/Brain Network, American Society of Training and Development; Co-Author, Natural Learning for a Connected World (2011) and 12 Brain/Mind Learning Principles in Learning (2008); and Renate N. Caine, PhD, Professor Emerita, California State University, San Bernardino; Former Executive Director, Center for Research in Integrative Learning and Teaching; Co-Founder, Cain Learning Institute; Co-Author, Natural Learning for a Connected World (2011) and 12 Brain/Mind Learning Principles in Learning (2008)

MULTITASKING MINDS: TRANSFORMING ATTENTION & FOCUS

Attention, Engagement and the Multitasking Brain
Steven G. Yantis, PhD, Chair, Dept. of Psychological and Brain Sciences, Johns Hopkins University; Researcher on cognitive control and selective attention during multitasking; Author, “Value-driven attentional capture” (2011, Proceedings of the National Academy of Sciences)

Now You See It: How the Brain Science of Attention Will Transform Schools and How Students Learn and Live
Cathy N. Davidson, PhD, Professor of Interdisciplinary Studies; Ruth F. Devarney Professor of English, Duke University; Co-Founder, Humanities, Arts, Science, and Technology Advanced Collaboratory (HASTAC); Author, Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn (2011); Co-Author, The Future of Thinking: Learning Institutions in a Digital Age (2010)

Sustaining Students’ Classroom Attention in the Digital Age
Judy Willis, MD, EdM, Board-Certified Neurologist; Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, Learning to Love Math (2011), Inspiring Middle School Minds (2009), Research-Based Strategies to IgnITE Student Learning (2006) and “Current impact of neuroscience on teaching and learning” (2010, Mind, Brain & Education)

Digital Age Strategies for Teaching Students to Pay Attention
Lucy Jo Palladino, PhD, Clinical Psychologist; Former Clinical Faculty, University of Arizona Medical School; Author, Find Your Focus Zone: An Effective New Plan to Defeat Distraction and Overload (2011) and Dreamers, Discoverers, and Dynamos (1999)

Developing Teen Brains and Multitasking
Jay N. Giedd, MD, Child and Adolescent Psychiatrist; Chief, Brain Imaging in the Child Psychiatry Branch, National Institute of Mental Health, National Institutes of Health; Co-Author, Yes, Your Teen is Crazy!: Loving Your Kid Without Losing Your Mind (2002)

Memory Pathways for Long-Term Retention in the Distracted Age
William Wood, MA, President, Open Mind Technologies; Former Teacher; Presenter at national and international conferences on the brain and teaching

“MEETING OF THE MINDS” WINE AND CHEESE RECEPTION
FRIDAY, MAY 4, 2012 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.
MEDIA MINDS: TRANSFORMING TEACHING/TRAINING WITH VIDEO GAMES

Can Technology Make You Smarter?

Tracy P. Alloway, PhD, Assistant Professor, Dept. of Psychology, University of North Florida; Author, “Can interactive working memory training improve learning?” (2012, Journal of Interactive Learning Research) and Improving Working Memory: Supporting Student Learning (2010)

ChicagoQuest: A School Focused on Video Game Design and Game-Like Learning

Michael J. Donhost, EdD, Director, and Patrick M. V. Hoover, MA, Curriculum Specialist, Chicago International Charter School’s ChicagoQuest, a new, first of its kind video game-based model school supported by the John D. and Catherine T. MacArthur Foundation to use digital media, game theory and design principles to increase student engagement and learning

The Benefits of Exercise and Exergames on the Brain and Learning

John J. Ratey, MD, Associate Clinical Professor of Psychiatry, Harvard Medical School; Clinical Psychiatrist; Researcher, Microsoft Education project using Kinect; Author, Spark: The Revolutionary New Science of Exercise and the Brain (2008) and A User’s Guide to the Brain (2000)

Integrating Brain, Body and Social Intervention with Computerized Training and Exercise

Bruce E. Wexler, MD, Professor Emeritus, Senior Research Scientist, Dept. of Psychiatry, Yale School of Medicine; Co-Founder, CB Sciences, a cognitive development program that integrates physical and computer exercises to improve a child’s ability to think, focus, learn and socially interact; Author, Brain and Culture: Neurobiology, Ideology and Social Change (2008)

Cognitive Fitness and Training with Innovative Technology

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriaman Professor of Neuroscience Research, University of California, Santa Barbara; Founder/Executive Director, Clinical Research, Cognitive Fitness and Innovative Therapies; Co-Author, The Alzheimer Epidemic: How Today’s Care Is Failing Millions—and How We Can Do Better (2009)

Training Brains: Selective Attention, Academic Skills and Video Game Playing

Courtney E. Stevens, PhD, Assistant Professor of Psychology; Director, Cognitive Neuroscience Laboratory, Willamette University; Co-Author, “The role of selective attention on academic foundations” (2011, Developmental Cognitive Neuroscience) and “Changes in selective attention following computerized language training” (2008, Brain Research)

VISUAL MINDS: TRANSFORMING READING, MATH & SCIENCE

Neurobiology of Dyslexia: Research-based Evidence and Computer-based Intervention

Guinevere F. Eden, DPhil, Associate Professor; Director, Center for the Study of Learning, Georgetown University; Co-Author, “A randomized, controlled study of computer-based intervention in middle school struggling readers” (2008, Brain Language); Editor, Learning, Skill Acquisition, Reading, and Dyslexia (2008)

How Digital Media are Redefining Reading

Naomi S. Baron, PhD, Executive Director, Center for Teaching, Research, and Learning; Professor of Linguistics, Dept. of Language and Foreign Studies, American University; Author, Always On: Language in an Online and Mobile World (2008) and Alphabet to Email: How Written English Evolved and Where It’s Heading (2001)

Learning to be Scientific: Reinventing Science Education with Virtual Worlds

Diane J. Kalish, EdD, Associate Professor, Science, Technology and Math Education, University of Maryland; Former Director of Research, NSF-Funded Multi-User Virtual Environment Project, Harvard University; Co-Author, “Designing for real-world scientific inquiry in virtual environments” (2010, Educational Research)

Neuropsychology of Visual Process in Reading: Implications for Technology and Intervention

George E. McCloskey, PhD, Professor/Director, School Psychology Research, Dept. of Psychology, Philadelphia College of Osteopathic Medicine; Author, Essentials of Executive Function Assessment (2010) and Assessment and Intervention for Executive Function Difficulties (2009)

VISIT LearningAndTheBrain.com for more information and additional speakers.
ADHD and Multitasking
Martha B. Denckla, MD, Batza Family Endowed Chair; Director, Developmental Cognitive Neurology, Kennedy Krieger Institute; Professor of Neurology, Pediatrics and Psychiatry, Johns Hopkins University School of Medicine; Co-Author, “Attention: Relationships between ADHD and learning disabilities” (2003, Handbook of Learning Disabilities)

What Is the Internet Doing to Our Brains?: The Impact of Digital Technologies on Student Learning and Well-Being
Paul Howard Jones, PhD, Senior Lecturer, Graduate School of Education, University of Bristol; Author, “A toward a science of learning games” (2011, Mind, Brain and Education) and “The impact of digital technologies on human wellbeing: Evidence from the sciences of mind and brain” (2011, Nominet Trust Report); Co-Author, Technology and the Brain: A Guide for the Online Family (2011)

The Challenges of Teaching Students in the Age of Xbox, YouTube and Texting
William R. Stixrud, PhD, Clinical Neuropsychologist; Assistant Clinical Professor of Psychiatry, George Washington School of Medicine; Adjunct Faculty, Children's National Medical Center; Director, The Stixrud Group

Video Games for Better and Worse: What the Research Says
Douglas A. Gentile, PhD, Associate Professor of Developmental Psychology; Director, Media Research Lab, Iowa State University; Author, “Video games affect the brain – for better and worse” (2010, Cerebrum: Emerging Ideas in Brain Science); Co-Author, Violent Video Games Effects on Children and Adolescents: Theory, Research, and Public Policy (2007)

Impact of Technology on Students’ Cognitive Skills: Implications for Educators
Lucy Jo Palladino, PhD, Clinical Psychologist; Consultant to improve attention and resistance to distraction; Former Clinical Faculty, University of Arizona Medical School; Author, Find Your Focus Zone: An Effective New Plan to Defeat Distraction and Overload (2011)

The Darkside of Teaching with Technology
David B. Daniel, PhD, Professor, Dept. of Psychology, James Madison University; Managing Editor, Mind, Brain and Education Journal. Coordinator, Society for Research in Child Development; President Elect, International Mind, Brain and Education Society (IMBES)

CONNECTED MINDS: TRANSFORMING LEARNING WITH SOCIAL NETWORKS
Help From My “Friends:” The Impact of Social Networking Sites on Low-Income Students
Christine Greenhow, EdD, Assistant Professor, College of Education, University of Maryland; Assistant Professor of Counseling, Educational Psychology and Special Education, Michigan State University; Author, “Online social networks and learning” (2011, On the Horizon); Co-Author, “Help from my Friends: Social capital in the social network sites of low-income high school students” (2011, Journal of Educational Computing Research)

Using Emerging Technology to Enhance Student Engagement
Reynol T. Junco, PhD, Psychologist; Professor, Dept. of Academic Development and Counseling; Director of Disability Services, Lock Haven University; Lab Mentor, Berkman Center for Internet and Society, Harvard University; Author, “The effect of Twitter on College Student Engagement and Grades” (2010, Journal of Computer Assisted Learning), Using Emerging Technologies to Enhance Student Engagement (2009) and Connecting to the Net Generation (2007)

Using Social Networking to Improve Student Learning Through Classroom Salon
Ananda D. Gunawardena, PhD, Associate Teaching Professor of Computer Science; Carnegie Mellon University; Co-Developer of “Classroom Salon,” a social networking application that engages high school and college students in online learning communities that effectively taps the collective intelligence of groups and improves study skills

Social Networking: Educational Opportunities or Cause of an iDisorder?
Larry D. Rosen, PhD, Research Psychologist; Professor, Dept. of Psychology, California State University, Dominguez Hills; Author, iDisorder: Understanding Our Obsession with Technology and Overcoming Its Hold on Us (2012) and Me, MySpace and I: Parenting the Next Generation (2007)

Teens, Cyberbullying and Social Networks: What the Research Tells Us
Amanda Lenhart, MA, Senior Research Specialist; Director, Pew Internet & American Life Project's research on teens, children and families; Co-Author, “Teens, kindness and cruelty on social network sites” (2011, Report, Pew Internet & American Life) and “Teens, stranger contacts and cyberbullying” (2008, Report, Pew Internet & American Life)

PRESENT A POSTER SESSION AT THE MAY CONFERENCE
PROPOSAL DEADLINE MARCH 16, 2012 - For more information and details, visit LearningAndTheBrain.com or call 781-449-4010 ext. 102.
Submit a summary of your poster session for review to info@learningandthebrain.com.
PRE-CONFERENCE WORKSHOPS
FRIDAY, MAY 4  8:30 AM –12:30 PM

1. Using Neuroscience in the Classroom for Improving Memory, Motivation, Mindsets and Student Preparation in the Digital Age
You will learn about the impacts of multitasking on memory and the brain and impacts of the digital age on social and emotional aspects of learning. Dr. Willis will discuss how to use the computer game “model” for engaged students with increased motivation and memory and how digital offerings can be used to promote and sustain attention. She will also show how to create homework using digital technology that students want to do and that promotes understanding and long-term memory.
Judy Willis, MD, EdM, Board-Certified Neuropsychologist; Former Teacher; Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, Research-Based Strategies to Ignite Student Learning (2006)

Perhaps the biggest challenge presented by the use of technology in the classroom is not instructional at all, but rather a management challenge. Looking at the addition of smartboards, iPads and laptops to the classroom through the lens of research on attention and memory, this workshop will alert you to the hidden management challenges presented by technology and give you common sense guidelines you can start applying right away in your classroom to improve the use and management of this technology.
William Wood, MA, President, Open Mind Technologies; Former Teacher; Presenter at national and international conferences on the brain and teaching

3. Executive Functions, Technology and Classroom Performance
Dr. McCloskey will describe executive functions and how they impact learning and performance in the classroom. He will address ways to recognize executive function difficulties and methods for helping children with these difficulties to improve their behavior and academic performance, either through teacher assistance or through increasing their capacity for self-regulation. You will learn ways to enhance the use of executive functions or compensate for executive function difficulties using new technology.
Georgie McCloskey PhD, Professor and Director, School Psychology Research, Department of Psychology, Philadelphia College of Osteopathic Medicine; Author, Essentials of Executive Function Assessment (2010); Co- Author, Assessment and Intervention for Executive Function Difficulties (2009)

4. Integrating RTI and Cognitive Neuropsychology: Using Technology to Develop Reading Interventions for Children
You will examine reading from a brain-based educational perspective and classify reading disorders into four distinct subtypes. Dr. Feifer will discuss matching each reading disorders’ subtype with evidence-based and computerized interventions and software recommendations for the classroom. He will also explain the use of neuropsychological assessment within a 4-tiered response to intervention (RTI) system as the primary means to pinpoint specific reading disorders in children.
Steven G. Feifer, EdD, NCSY, Neuropsychologist; Adjunct Professor, George Washington University and Philadelphia College of Osteopathic Medicine; Director of Assessment and Neurofeedback, Monocacy Neurodevelopmental Center; Co-Author, The Neuropsychology of Mathematics (2005), The Neuropsychology of Written Language Disorders (2001) and The Neuropsychology of Reading Disorders (2000)

5. Meeting the Challenges of Individual Differences in the Digital Age
Modern technologies are radically changing the learning and teaching sciences. On the one hand, new technologies allow us to examine and better understand the roots of individual differences in the learning brain. On the other, new technologies provide powerful tools for teaching and learning that are flexible enough to meet the challenges posed by individual differences. In this workshop, you will review the intersection of these two advances in the new field that is called Universal Design for Learning.
David H. Rose, PhD, Developmental Neuropsychologist; Founder and CEO, Center for Applied Special Technology (CAST); Faculty, Harvard Graduate School of Education; Co-Author, Teaching Every Student in the Digital Age: Universal Design for Learning (2002)

6. Learning in 2020: The Power of Learning Networks to Transform Education
This workshop will provide a road map for building a learning culture in which people use social networks and modern tools to learn in modern ways. Use learning networks in the classroom and make the case for schoolwide learning networks to improve student outcomes.
Rob Mancabelli, MBA, Consultant on Century schools; Speaker; Writer; Former CIO, Trinity School, NYC; Co-Author, Personal Learning Networks: Using the Power of Connections to Transform Education (2011)

INVITATION TO A SPECIAL PRE-CONFERENCE EVENT

“TECHNOLOGY, COGNITION AND LEARNING SUMMIT”  THURSDAY, MAY 3, 8:00 AM—4:00 PM
Sponsored by JOHNS HOPKINS UNIVERSITY NEURO-EDUCATION INITIATIVE and CENTER FOR TECHNOLOGY IN EDUCATION
Cost: $100 per person (BY MARCH 19) $125 per person (AFTER MARCH 19); Register for this separately through Johns Hopkins’ website.
Summit will take place at the Glass Pavilion on the Homewood Campus of The Johns Hopkins University in Baltimore, MD
The summit will explore three research areas and discuss implications for practice. The three strands include:
• The influence of “multi-tasking” on attention and engagement, including how it affects children with attention deficits.
• The influence of gaming and other educational technologies on cognition and learning.
• The use and implementation of assistive technology as it relates to genetic, metabolic, and degenerative brain disorders.
L&B Conference participants are receiving a special invitation to attend this event. Please note that attendees at this pre-conference event must register directly with Johns Hopkins University at the web site below between Feb. 1 and April 25 and that space is limited. For more information or to register, visit www.education.jhu.edu/nei or contact Sharon Lampkin at Lampk_s@jhu.edu or 410-516-0640.
Five ways to register:  
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Demands is high and space is limited. Please register early.

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Please Register Me for a Friday Pre-Conference Workshop on May 4

- Using Neuroscience in the Classroom in the Digital Age  
  8:30 am – 12:30 pm  
  $185 per person  
- Managing the 21st Century Classroom  
  8:30 am – 12:30 pm  
  $185 per person  
- Executive Functions, Technology and Classroom Performance  
  8:30 am – 12:30 pm  
  $185 per person  
- Integrating RTI and Cognitive Neuropsychology  
  8:30 am – 12:30 pm  
  $185 per person  
- Meeting the Challenges of Individual Differences in the Digital Age  
  8:30 am – 12:30 pm  
  $185 per person  
- Learning in 2020  
  8:30 am – 12:30 pm  
  $185 per person

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- Please register me for the May 4 Meeting of the Minds Reception.

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GRAND TOTAL: $______

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  How did you hear about this conference?____________________________________________________
- Please check here if you have any special ADA requirements, and call (781) 449-4010 ext. 102.

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Registrations without payment or purchase order will not be confirmed.

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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 or mail. Cancellations must be requested no later than April 20, 2012. No cancellations can be accepted after April 20, 2012. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person through February 29, 2012, or $150 per person if you cancel after February 29, 2012, but before April 20, 2012. 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 and Responsibility:  
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