



Connecting Mind, Memory & Achievement

Join neuroscientists and educators at this one-day *Learning & the Brain* Symposium to explore how memory works; examine the effects of stereotyping, poverty, parenting, stress, and learning differences on memory; and acquire teaching strategies to improve student memory and achievement.

LEARNING OBJECTIVES

You will gain knowledge about:

- **Memory and Learning in the Brain**
- **Teaching Strategies to Improve Memory**
- **Memory, Stereotypes and Achievement**
- **Memory Deficits and Learning Disorders**
- **Resting, Brain Health and Memory Training**
- **Parenting and Poverty Effects on Memory**
- **Memory and Language Learning Interactions**
- **Memory, Tests and Intellectual Performance**

WHO SHOULD ATTEND

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

Co-Sponsors Include:

Program in Neuroscience and Education, Teachers College, **Columbia University**

The Dana Alliance for Brain Initiatives, **The Dana Foundation**

National Association of Elementary School Principals (**NAESP**)

National Association of Secondary School Principals (**NASSP**)

School Development Program, **Yale University School of Medicine**

Steinhardt School for Culture, Education and Human Development, **New York University**

Earn Professional Development Credit

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Special Rates at Preferred West Side Hotels. Save on accommodations near the symposium. Go online to LearningAndTheBrain.com/hotelnyc.html for hotels and special rates or call PIRI's information desk at (781)-449-4010 ext. 101 or 102 for hotel options.



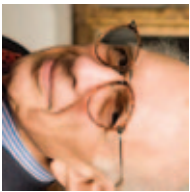
LEARNING & the BRAIN SYMPOSIUM

Special One-Day Symposium for Pre-K through University Educators, Parents and Clinicians

April 7, 2011 • Alfred J. Lerner Hall • New York, NY

MEMORY & MIND: IMPROVING MEMORY AND ACHIEVEMENT IN THE CLASSROOM

FEATURED SPEAKER: Eric R. Kandel, MD, Nobel Laureate, Columbia University



Keynote Address: In Search of Memory: The New Science of Mind

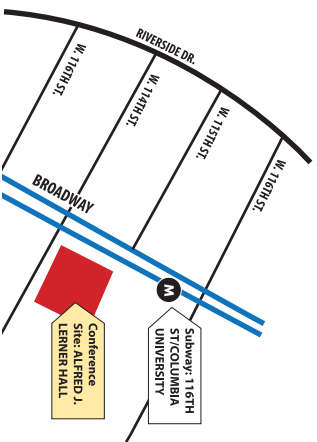
Dr. Kandel is Professor of Biochemistry and Biophysics at **Columbia University College of Physicians and Surgeons** and Founder of the Center for Neurobiology and Behavior. Among his many awards are the **Nobel Prize in Medicine**, the Lasker Award, Gairdner Award, Harvey Prize and the **National Medal of Science**. Dr. Kandel is author of *In Search of Memory: The Emergence of a New Science of Mind* (2007) and co-author of *Memory: From Mind to Molecules* (2008).

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LEARNING & *the* BRAIN

MEMORY & MIND: IMPROVING MEMORY
AND ACHIEVEMENT IN THE CLASSROOM

APRIL 7, 2011

A Special One-Day Symposium
at the Alfred J. Lerner Hall, New York City



SYMPOSIUM PROGRAM TOPICS

APRIL 7, 2011 • Morning Keynotes: 8:30 AM–12:00 PM

MIND, MEMORY & ACHIEVEMENT

OPENING KEYNOTE: **In Search of Memory: The New Science of Mind**



Eric R. Kandel, MD, Nobel Laureate, Columbia University

Professor, Biochemistry and Biophysics, **Columbia University College of Physicians and Surgeons**; Founder, Center for Neurobiology and Behavior; winner of numerous awards including the **Nobel Prize in Medicine**, Lasker Award, Gairdner Award, the Harvey Prize and the **National Medal of Science**; author of *In Search of Memory: The Emergence of a New Science of Mind* (2007) and co-author of *Memory: From Mind to Molecules* (2008)



Attention and Memory: A Family Affair

Kirby Deater-Deckard, PhD, Developmental Psychologist; Professor, Dept. of Psychology, **Virginia Tech**; author of *Parenting Stress* (2004), "Maternal working memory and reactive negativity in parenting" (2010, *Psychological Science*); co-author of "Exploring how ADHD symptoms are related to reading and mathematics performance: General genes, general environments" (2010, *Psychological Science*)



Neuroscience and Teaching Strategies: What Will Improve a Student's Memory?

Daniel T. Willingham, PhD, Cognitive Scientist; Professor, Dept. of Psychology; Faculty, Center for the Advance Study of Teaching and Learning, **University of Virginia**; author of *Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom* (2009) and *Cognition: The Thinking Animal* (2006)

Afternoon Breakout Sessions A: 1:00 PM – 5:00 PM

MEMORY & THE BRAIN: IMPROVING MEMORY IN THE CLASSROOM



Brain Power: Improving Memory Fitness and Brain Health

Cynthia R. Green, PhD, Founder/Director, Memory Enhancement Program; Assistant Clinical Professor, **Mount Sinai School of Medicine**, NYC; President, Memory Arts, LLC; author of *Brainpower Game Plan: Sharpen Your Memory, Improve Your Concentration, and Age-Proof Your Mind in Just 4 Weeks* (2009), and *Total Memory Workout: 8 Easy Steps to Maximum Memory Fitness* (2001)



From the Lab to the Classroom: What Educators Can Achieve With Memory Research

Judy Willis, MD, EdM, Board-Certified Neurologist; Adjunct Professor, **University of California, Santa Barbara**; middle school teacher; author of *Learning to Love Math* (2010), *How Your Child Learns Best: Brain-Friendly Strategies to Ignite Your Child's Learning and Increase School Success* (2008), and "Brain-based teaching strategies for improving students' memory, learning, and test-taking success" (2007, *Childhood Education Journal*)



Rest, Memory Formation and Consolidation in the Human Brain

Lila Davachi, PhD, Principal Investigator, Learning and Memory Lab; Assistant Professor, Department of Psychology, **New York University**; co-author of "Distributed Learning Enhances Relational Memory Consolidation" (2008, *Learning and Memory*), and "Neural Correlates of Working Memory Retrieval" (2008, *Journal of Cognitive Neuroscience*)

Please visit www.LearningAndTheBrain.com for symposium schedule & more information.



Afternoon Breakout Sessions B: 1:00 PM – 5:00 PM

POOR WORKING MEMORY: CONNECTIONS TO LEARNING AND LANGUAGE DISORDERS



The Development of Working Memory Capacity in the Brain: Implications for Learning Disorders

John D. E. Gabrieli, PhD, Grover Herman Professor of Health Sciences and Technology and Professor of Brain and Cognitive Sciences; Co-Director, Clinical Research Center; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, **Massachusetts Institute of Technology**; co-author of "Development of spatial and verbal working memory capacity in the human brain" (2009, *Journal of Cognitive Neuroscience*)



Improving Working Memory in Children with Learning Problems

Tracy P. Alloway, PhD, Director, Center for Memory and Learning in the Lifespan, **University of Stirling, UK**; author of *Improving Working Memory* (2010) and *Training Your Brain For Dummies* (2010); co-author of "Working memory, learning, and academic achievement" (2010, *APA Educational Psychology Handbook*), and *Working Memory and Learning: A Practical Guide for Teachers* (2008)



Interactions Between Language and Memory: Implications for Negative Neuroscience

Peter Gordon, PhD, Associate Professor, Speech & Language Pathology; Coordinator, Neuroscience and Education Program, Teachers College, **Columbia University**; co-author of "Facts, events and inflection: When language and memory dissociate" (2005, *Journal of Cognitive Neuroscience*)

Afternoon Breakout Sessions C: 1:00 PM – 5:00 PM

MEMORY & ACHIEVEMENT: POVERTY, PREJUDICE AND STEREOTYPES



Socioeconomic Disparities in Neurocognitive Development: Memory and Achievement

Kimberly G. Noble, MD, PhD, Pediatrician; Developmental Cognitive Neuroscientist; Assistant Professor of Pediatrics, Department of Pediatrics, and the G.H. Sergievsky Center, **Columbia University**; co-author of "Poverty, privilege, and brain development: Empirical findings and ethical implications" (2005, *Neuroethics: Defining the Issues in Theory, Practice, and Policy*)



Neuroscience of Stereotypes and Prejudice: Role of Memory Systems and Effects on Behavior

David M. Amodio, PhD, Director, Social Neuroscience Lab; Assistant Professor of Psychology; Assistant Professor, Center for Neural Science, **New York University**; co-author of "Reducing the expression of implicit stereotypes: Reflexive control through implementation intentions" (2010, *Personality and Social Psychology Bulletin*)



Stereotype Threat, Memory and Intellectual Performance

Joshua Aronson, PhD, Associate Professor of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, **New York University**; author of *Improving Academic Achievement: Impact of Psychological Factors on Education* (2002)

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