

ABOUT LEARNING & the BRAIN® SUMMER INSTITUTES



LEARNING & the BRAIN® has been bringing neuroscientists and educators together since 1999 to explore new research on the brain and learning and its application to education. In this multi-day workshop format, participants will be able to learn about specific topics in depth from some top names in their fields. These summer institutes are designed to provide educators and clinicians with both an understanding of some of the latest research in how students learn, and practical knowledge to bring back to their schools. No previous coursework about the brain is required.

WHAT YOU WILL GAIN FROM ATTENDING

- Knowledge about the latest neuroscience findings on brains and learning
- Strategies to improve instruction and intervention through brain science
- Group discussions and hands-on activities for a more in-depth experience
- Handouts and readings to help you better understand your students
- New ideas to immediately take back to your school or classroom
- Limited enrollment for more personalized interaction with faculty

EARN PROFESSIONAL DEVELOPMENT CREDITS

Earn 20 hours towards professional development credits for educators, psychologists and certified counselors. For some professional development credits, you may have to submit an evaluation form in order to be eligible for credit and certificate of attendance. Access LearningAndTheBrain.com for more information on the availability of professional development credits, or call 781-449-4010 x102.

ROOM AND BOARD

Interaction between faculty and participants outside the classroom is an integral part of the Institutes. To foster this total immersion learning environment, participants are housed in the same facility with their own rooms and meals are eaten together. Please check LearningAndTheBrain.com for details on the individual Institute's facilities and meal schedule. All facilities are ADA compliant.

LOCATIONS FOR SUMMER INSTITUTES:

JUNE 25-28, 2013 (The Power of Mindsets)

Harvard Faculty Club and the Harvard Square Hotel, Cambridge, MA

JULY 9-12, 2013 (21st Century Skills, Character and Knowledge)

Hyannis Resort and Conference Center, Hyannis, MA (Cape Cod)

JULY 16-19, 2013 (The Neuroscience of Reading)

MIT Campus and Hyatt Regency Cambridge, Cambridge, MA

JULY 23-26, 2013 OR JULY 30-AUG. 2, 2013 (Neuroscience and the Classroom)

Campus of University of California, Santa Barbara, CA

Please check LearningAndTheBrain.com for directions.

SUMMER INSTITUTE REGISTRATION OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102
Fax: (781) 449-4024
Web: LearningAndTheBrain.com

Email: registration@LearningAndTheBrain.com
Postal mail: PIRI • 35 Highland Circle, 1st Fl.
Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

*Required (Don't abbreviate)

*Full Name _____	*Position/Title _____
*School/Organization _____	
*Address _____	
*City _____	*State/Province _____
*ZIP/Postal Code _____	*Country _____
*Phone _____	Fax _____
*E-mail _____	

DEMAND IS HIGH AND SPACE IS LIMITED TO 35 PARTICIPANTS. PLEASE REGISTER EARLY.

Please register me for the following Summer Institute: \$ _____

- The Power of Mindsets - CAMBRIDGE, MA** (June 25-28, 2013) \$2,375 per person (room and board included)
- 21st Century Skills, Character and Knowledge - HYANNIS, MA** (July 9-12, 2013) \$2,375 per person (room and board included)
- The Neuroscience of Reading - CAMBRIDGE, MA** (July 16-19, 2013) \$2,275 per person (room and board included)
- Neuroscience and the Classroom - SANTA BARBARA, CA** (July 23-26, 2013) \$2,075 per person (room and board included)
- Neuroscience and the Classroom - SANTA BARBARA, CA** (July 30-August 2, 2013) \$2,075 per person (room and board included)

Save with Group Rates (Five or more from one organization submitted together). Please call for details. \$ _____

Please Sign Me Up for Professional Development Credits*

- Please send certificate via email (FREE).
- Please send certificate via USPS (Add \$5 for shipping & handling).

* For further information on credits, visit LearningAndTheBrain.com, or call (781) 449-4010 ext. 102.

GRAND TOTAL: \$ _____

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

Credit Card Number: _____ Exp: _____

Cardholder Name: _____

Cardholder Billing Address: _____ ZIP: _____

Cardholder Signature: _____ Date: _____

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

P.O.s will be invoiced if sent without a check and must be paid prior to conference. **Registrations without payment or purchase order will not be confirmed.** All prices are in U.S. dollars.

- Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.

REGISTRATION POLICIES

Registrations are taken and confirmed, on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.**

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 May 31, 2013. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$250 per person if you cancel before May 31. Because there are a limited number of spaces in the workshop, if you cancel after May 31, 2013, there will only be a refund (minus a \$250 cancellation fee) if an additional person registers for that same space. 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. PIRI has the option of canceling a summer institute with full refund if there is not a minimum of 15 attendees registered by May 31, 2013.

INSTITUTE PROGRAM CHANGES AND RESPONSIBILITY

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

LEARNING & the BRAIN® SUMMER INSTITUTES

Intensive Workshops for PreK through University Educators and Clinicians

THE POWER OF MINDSETS

June 25-28, 2013 • Cambridge, MA

Workshop Leader: Robert Brooks, PhD, Harvard Medical School



21ST CENTURY SKILLS, CHARACTER AND KNOWLEDGE

July 9-12, 2013 • Hyannis, MA

Workshop Leader: Charles K. Fadel, MBA, Harvard University



THE NEUROSCIENCE OF READING

July 16-19, 2013 • Cambridge, MA

Workshop Leader: John D.E. Gabrieli, PhD, MIT



NEUROSCIENCE AND THE CLASSROOM

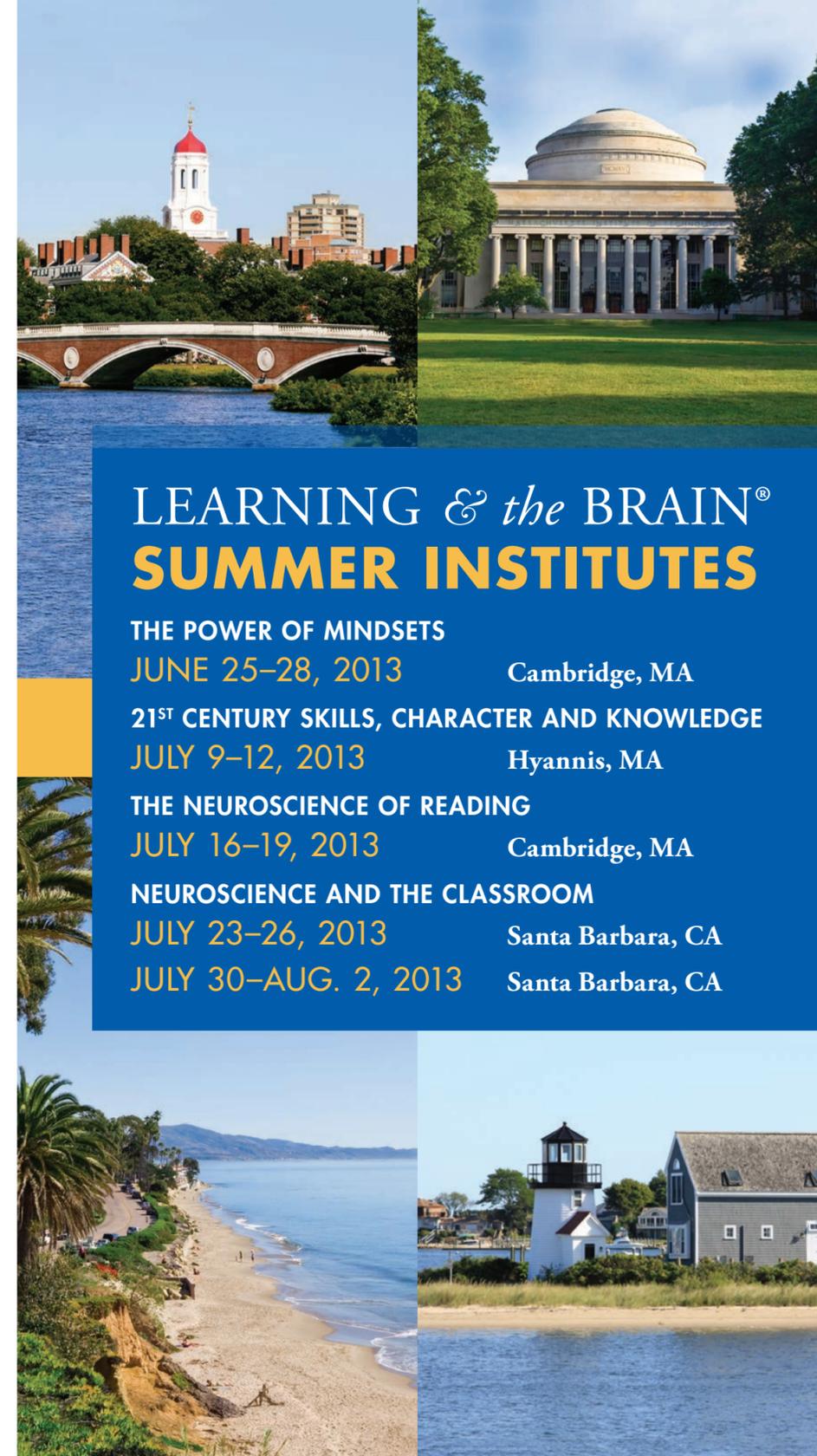
July 23-26, 2013 or July 30-Aug. 2, 2013 • Santa Barbara, CA

Workshop Leader: Judy Willis, MD, MEd, UC Santa Barbara



EARN PROFESSIONAL DEVELOPMENT CREDIT

Access LearningAndTheBrain.com for more information on the credits offered for Summer Institutes or call 781-449-4010 x 102.



LEARNING & the BRAIN® SUMMER INSTITUTES

THE POWER OF MINDSETS

JUNE 25-28, 2013

Cambridge, MA

21ST CENTURY SKILLS, CHARACTER AND KNOWLEDGE

JULY 9-12, 2013

Hyannis, MA

THE NEUROSCIENCE OF READING

JULY 16-19, 2013

Cambridge, MA

NEUROSCIENCE AND THE CLASSROOM

JULY 23-26, 2013

Santa Barbara, CA

JULY 30-AUG. 2, 2013

Santa Barbara, CA

THE POWER OF MINDSETS:

Promoting Positive School Climates and Motivation in Students

JUNE 25-28, 2013 • CAMBRIDGE, MA

This Institute will examine the concepts of student engagement, motivation and resilience through the lens of “mindsets.” An understanding of the relationship among these concepts will allow participants to design and implement strategies that help to create a positive school climate. The mindset of effective learners and effective educators will be identified. Techniques for lessening burnout will be described. Lectures, case examples and problem-solving activities will be used to facilitate discussion of the various concepts and arrive at realistic, practical interventions for reinforcing a “motivating environment” in the school setting. The Institute is designed to be an intense, hands-on workshop and is limited to 35 participants.



LEARNING OBJECTIVES

At this Institute, you will learn to:

- Reinforce student engagement, intrinsic motivation and a positive school climate
- Nurture the ability of students to cope with stress and become more resilient
- Strengthen empathy and empathic communication
- Empower students to develop an increasing sense of ownership and responsibility for their own education
- Minimize and change the “negative scripts” that exist in the school environment
- Reinforce student caring and lessen bullying
- Become “stress hardy” and lessen feelings of disillusionment and burnout

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians and education and psychology professors.

INSTITUTE ROOM AND BOARD

Room and board is included. Participants are housed in the Harvard Square Hotel where they will get their own room. The Harvard Square Hotel is located in the heart of Harvard Square in Cambridge, MA and a short walk to the [Harvard Faculty Club](#), the site of the Institute.

WORKSHOP LEADER



Robert Brooks, PhD, is a psychologist on the faculty of [Harvard Medical School](#) and former Director of the Department of Psychology at McLean Hospital, a private psychiatric facility. His first position at McLean was as principal of the school in the locked door unit of the child and adolescent program. He has lectured nationally and internationally and written extensively about the themes of school climate, motivation, family relationships, education, resilience and achieving balance in our personal and professional lives.

He is the author or co-author of 15 books including *Raising a Self-Disciplined Child* (2009), *Understanding and Managing Children's Classroom Behavior* (2007), *Handbook of Resilience in Children* (2006) and *Power of Resilience* (2004).

21ST CENTURY SKILLS, CHARACTER AND KNOWLEDGE: Why, What and How

JULY 9-12, 2013 • HYANNIS, MA

This Institute will describe new global concepts for education known as “21st Century Skills”. The last major changes to curriculum took place in the late 1800’s as a response to the sudden growth in societal and human capital needs. However, today’s 21st century bears little resemblance to the 19th century so curricula needs to be deeply redesigned. You will learn what experts say about future needs and new ways to teach and develop strategies to promote the new 21st century requirements for Knowledge, Skills, Character and Metacognition. Through online research, group projects and neuroscience, you will re-examine STEM and Humanities/Arts, explore new educational technologies, and broaden your practice to include inquiry, debate, design, artistic expression and well-being. The Institute is designed to be an intense, hands-on workshop and therefore is limited to 35 participants.



LEARNING OBJECTIVES

At this Institute, you will learn to:

- Understand the complex future facing humanity and students caused by technology and human factors
- Re-prioritize knowledge, skills, character and metacognition in the curriculum
- Delve deeper into specific knowledge facets that need to be rethought in schools: STEM, Humanities, Education Technology
- Co-design new approaches at the system and classroom levels for modern knowledge (computers, robotics, etc.), skills (creativity in particular), character (moral, not just performance-related) and metacognition (reflection on this new knowledge)
- Rethink educational practices for the new economy
- Examine practice centered approaches for teaching skills, character and metacognition effectively such as inquiry, debate, design, artistic expression and well-being

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, curriculum developers and education and college professors.

INSTITUTE ROOM AND BOARD

Room and board is included. Participants are housed in the Hyannis Resort and Conference Center, the site of the Institute, where they will get their own room. The Hyannis Resort and Conference Hotel is located in Hyannis, MA near the sights of Cape Cod.

WORKSHOP LEADER



Charles K. Fadel, MBA, Founder and Chairman of Curriculum Redesign, is a global education thought leader and expert, author and inventor. He is a Visiting Practitioner in the Mind, Brain and Education Program at the [Harvard Graduate School of Education](#) and a Visiting Lecturer at [Wharton/UPenn](#). Mr. Fadel is the former Global Education Lead at Cisco Systems where he was Cisco’s representative on the Partnership

for 21st Century Skills. He is a frequent speaker on technology and global education issues and has advised school systems in the United States and around the world. Mr. Fadel is also the co-author of the book *21st Century Skills – Learning for Life in our Times* (2009).

THE NEUROSCIENCE OF READING: Using Research to Understand Reading Acquisition and Disorders

JULY 16-19, 2013 • CAMBRIDGE, MA

This Institute will review what is currently known about the brain basis of reading ability and disability. Neuroimaging has revealed how plasticity in the child’s brain supports learning to read, and how differences in brain structure and function are associated with reading disabilities, such as dyslexia. You will examine how neuroscience knowledge may be translated into educational policies and practices in relation to topics such as diagnosis, prognosis, early identification of children at risk for dyslexia, and identification of children who will or will not benefit from a specific kind of intervention. Participants will also observe real, live neuroimaging measures including functional magnetic resonance imaging (fMRI). The Institute is designed to be an intense, hands-on workshop with group projects and therefore is limited to 35 participants.



LEARNING OBJECTIVES

At this Institute, you will learn to:

- Become proficient in understanding the brain basis of typical reading acquisition and reading disorders such as dyslexia
- Delve deeper into recent advances in understanding the psychological basis of reading difficulty
- Appreciate the role of genetics in reading and dyslexia
- Use neuroscience research to help predict reading outcomes and the response to interventions
- Recognize how reading acquisition and disorders differ across languages
- Evaluate the relevance of neuroscience research for students and teachers and how to be a critical consumer of neuroscience regarding the reading brain

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, reading specialists, administrators, school psychologists, school clinicians and education and college professors.

INSTITUTE ROOM AND BOARD

Room and board is included. Participants are housed in the Hyatt Regency Cambridge where they will get their own room. The Hyatt Regency Cambridge is located adjacent to the [MIT](#) campus, the site for this Institute.

WORKSHOP LEADER



John D.E. Gabrieli, PhD, is a neuroscientist at the [Massachusetts Institute of Technology](#), and a member of the McGovern Institute for Brain Research. He is a faculty member in the Department of Brain and Cognitive Sciences and Director of the Martinos Imaging Center, part of the McGovern Institute and a Member of the Faculty of Education at the [Harvard Graduate School of Education](#).

Dr. Gabrieli is an expert on the brain mechanisms of human cognition, including memory, thought and emotion and uses brain imaging to understand the brain basis of reading and reading disorders. He will be assisted by Joanna A. Christodoulou, EdD who is a researcher at [MIT](#) and a Member of the Faculty at the [Harvard Graduate School of Education](#).

NEUROSCIENCE AND THE CLASSROOM: Strategies for Maximizing Students’ Engagement, Memory and Potential

JULY 23–26, 2013 OR JULY 30–AUG. 2, 2013 • SANTA BARBARA, CA

This Institute will focus on the applications of neuroscience research to teaching and learning and examine ways to maximize and maintain student attention and focus. Brain imaging studies and cognitive neuroscience continue to give a clearer picture of how individuals respond to sensory stimuli and perform cognitive tasks, which has allowed for a better understanding of the brain’s neural systems and how they relate to focus, learning, memory and creative problem solving. Through lectures and facilitated discussion, participants will explore *neuro-logical* approaches for understanding and meeting the diverse academic, social and emotional needs of students. The Institute is hands-on with group projects and is limited to 35 participants.



LEARNING OBJECTIVES

At this Institute, you will learn to:

- Employ brain-friendly strategies to advance student achievement
- Examine ways to maximize and maintain student attention and focus
- Increase memory retrieval, the creation of long-term memories, and conceptual understanding through the use of mental manipulation and transfer
- Reduce student stress and build motivation and positive mindsets
- Decrease mistake fear to increase participation
- Strengthen the brain’s executive functions to develop higher order processing and creative problem solving

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians and education and college professors.

INSTITUTE ROOM AND BOARD

Room and board is included. Participants are housed on the campus of the [University of California, Santa Barbara](#). The housing provided are individual rooms in undergraduate dormitory accommodations, steps from the Pacific Ocean and next to the Institute location.

WORKSHOP LEADER



Judy Willis, MD, MEd, is an Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](#), a neurologist and credentialed teacher. She has combined her training in neuroscience and neuroimaging with her teacher education training and years of classroom experience.

Dr. Willis has authored 6 books including *Research-Based Strategies to Ignite Student Learning* (2006) and *Learning to Love Math* (2010). She is also a staff blogger at [Edutopia](#), [ASCD](#) and *Psychology Today* and gives presentations and workshops around the world.

Please visit www.LearningAndTheBrain.com for schedules & more information.