ENGAGED, EMPOWERED MINDS:
USING BRAIN SCIENCE TO EDUCATE ETHICAL
21ST CENTURY CITIZENS AND PROBLEM SOLVERS
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Links to Speaker Handouts/Articles are located at:
(http://www.learningandthebrain.com/materials45)
Keynote Addresses will take place in the America Ballroom (located on the fourth floor). Concurrent Sessions will take place in the America Ballrooms and in the Staffordshire and Essex Ballrooms. Exhibitors, Book Signings and Poster Sessions will be in the America Ballroom Foyer. The Help/Information Desk will be located in the Essex Ballroom Foyer (located on the third floor) for pre-conference and conference registration and will be relocated to the America Ballroom Foyer (located on the fourth floor) after 2:30 pm on Thursday. The Help Desk will remain on the fourth floor on Friday and Saturday. The L&B Graduate Course will take place in the Independence Room (located on the fourth floor) at designated times on Thursday and Friday.

**CONCURRENT SESSIONS GUIDE:**

(R) = Research on the Brain or Empowerment  
(RP) = Research & Practical Classroom Strategies  
(P) = Practical Classroom Strategies  
(K-COLLEGE) = Appropriate Grade Level
### Thursday, November 17, 2016 • Pre-Conference Workshops

<table>
<thead>
<tr>
<th>Time</th>
<th>Location: Westin Copley Place Hotel</th>
</tr>
</thead>
</table>
| 8:15 AM – 12:15 PM | 1) Teaching Digital & Civic Citizens  
                    (RP, 4-12)  
                    Room: Independence  
                    (4th Floor) |
| 8:15 AM – 12:15 PM | 2) Student Empowerment  
                    (RP, K-College)  
                    Room: Staffordshire  
                    (3rd Floor) |
| 8:15 AM – 12:15 PM | 3) Battling Boredom  
                    (P, K-12)  
                    Room: Essex Center  
                    (3rd Floor) |
| 8:15 AM – 12:15 PM | 4) Teaching Teenage Brains  
                    (RP, 6-College)  
                    Room: Essex South  
                    (3rd Floor) |
| 8:15 AM – 12:15 PM | 5) Science of Reading  
                    (RP, All Ages)  
                    Room: Essex North  
                    (3rd Floor) |
| 8:15 AM – 12:15 PM | 6) Educators’ Guide  
                    (RP, All Ages)  
                    Room: St. George A-C  
                    (3rd Floor) |
| 8:15 AM – 10:15 AM | Part I: Teaching Digital Citizens:  
                    Helping Students Become Safe,  
                    Savvy and Social  
                    Mike Ribble, EdD |
| 10:15 AM – 12:15 PM | Part II: Tackling Today’s Civic  
                    Problems with Youth  
                    Shira Eve Epstein, EdD |
| 8:15 AM – 10:15 AM | Part I: Battling Boredom to Engage and  
                    Motivate Students  
                    Bryan K. Harris, EdD |
| 10:15 AM – 12:15 PM | Part II: Teaching Teenage Brains to  
                    Foster Reasoning and Critical Thinking  
                    Jacquelyn F. Gamino, PhD |
| 8:15 AM – 10:15 AM | Part I: The Neuroscience of Reading Ability and Disability  
                    John D.E. Gabrieli, PhD |
| 10:15 AM – 12:15 PM | Part II: The Neuropsychology of Reading Disorders: Diagnosis and Intervention  
                    Steven G. Feifer, DEd |
| 8:15 AM – 9:30 AM | Part I: The Neuroscience of Reading Ability and Disability  
                    John D.E. Gabrieli, PhD |
| 9:30 AM – 12:15 PM | Part II: The Neuropsychology of Reading Disorders: Diagnosis and Intervention  
                    Steven G. Feifer, DEd |
| 12:15 PM – 1:30 PM | Lunch Break (on your own) |
**Thursday, November 17 • Conference Day 1 Keynotes**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 PM</td>
<td><strong>Welcome</strong>: Daniel A. LaGattuta, PhD, President, Public Information Resources, Inc.</td>
</tr>
<tr>
<td></td>
<td>Opening Remarks/President: David B. Daniel, PhD, Department of Psychology, James Madison University</td>
</tr>
<tr>
<td></td>
<td>Keynote Room Location: <em>America Ballroom</em> – 4th Floor</td>
</tr>
<tr>
<td>1:00 PM –</td>
<td><strong>Keynote Address I</strong>: Creating Innovators: The Making of Young People Who Will Change The World</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Tony Wagner, EdD (Book Signing from 2:00–2:15 PM)</td>
</tr>
<tr>
<td>2:05 PM –</td>
<td><strong>Keynote Address II</strong>: Turbocharge Visionary Brain Power: Equip Students to Improve Their World</td>
</tr>
<tr>
<td>3:05 PM</td>
<td>Sandra B. Chapman, PhD (Book Signing from 3:05–3:20 PM)</td>
</tr>
<tr>
<td>3:05 PM –</td>
<td>Networking Coffee Break and Exhibit Hall – <em>America Ballroom</em> Foyer</td>
</tr>
<tr>
<td>3:30 PM –</td>
<td><strong>Keynote Address III</strong>: Joining Character and Scholarship: Beautiful Student Work That Contributes to a Better World</td>
</tr>
<tr>
<td>4:15 PM</td>
<td>Ron Berger, MEd</td>
</tr>
<tr>
<td>4:15 PM –</td>
<td><strong>Keynote Address IV</strong>: Teaching Tomorrow’s Change Makers: The Power of Service, Citizenship and Social Change</td>
</tr>
<tr>
<td>5:15 PM</td>
<td>Marilyn Price-Mitchell, PhD (Book Signing from 5:15–5:30 PM)</td>
</tr>
<tr>
<td>5:15 PM –</td>
<td><strong>Meeting of the Minds</strong> Reception – <em>Staffordshire</em> (Located on the 3rd Floor)</td>
</tr>
</tbody>
</table>

**Friday, November 18 • Conference Day 2 Keynotes**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td><strong>Welcome/Presider</strong>: Deborah Donahue-Keegan, EdD, Lecturer, Tufts University; Co-Director, Massachusetts Consortium for SEL in Teacher Education</td>
</tr>
<tr>
<td></td>
<td>Presidents: David B. Daniel, PhD, James Madison University and Fay E. Brown, PhD, Yale University</td>
</tr>
<tr>
<td></td>
<td>Keynote Room Location: <em>America Ballroom</em> – 4th Floor</td>
</tr>
<tr>
<td>8:30 AM –</td>
<td><strong>Keynote Address I</strong>: What Kind of Citizens? Educating Our Children for the Common Good</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Joel Westheimer, PhD (Book Signing from 9:30–9:45 AM)</td>
</tr>
<tr>
<td>9:30 AM –</td>
<td>Networking Coffee Break, Poster Sessions and Exhibit Hall – <em>America Ballroom</em> Foyer</td>
</tr>
<tr>
<td>10:00 AM</td>
<td><strong>Keynote Address II</strong>: Creating the 21st Century Schools and Citizens We Need</td>
</tr>
<tr>
<td>11:05 AM</td>
<td>Chris Lehmann, MA (Book Signing from 12:30–12:45 PM)</td>
</tr>
<tr>
<td>11:05 AM –</td>
<td><strong>Keynote Address III</strong>: Beyond Wit and Grit: Thoughts on Nurturing Good Citizens</td>
</tr>
<tr>
<td>12:05 AM</td>
<td>Howard E. Gardner, PhD (Book Signing from 12:30–12:45 PM)</td>
</tr>
<tr>
<td>12:05 PM</td>
<td>A Discussion and Conversation (Education and Civics in the 21st Century)</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Moderator: Deborah Donahue-Keegan, EdD, Lecturer, Tufts University</td>
</tr>
<tr>
<td>12:30 PM –</td>
<td>Lunch Break <em>(On Your Own)</em>, Book Signing and Exhibit Hall – <em>America Ballroom</em> Foyer</td>
</tr>
</tbody>
</table>
### Afternoon Concurrent Sessions 'A' (Afternoon break between 3:50 – 4:00 PM)

<table>
<thead>
<tr>
<th>1:45 PM – 2:45 PM</th>
<th>2:40 PM – 3:50 PM</th>
<th>2:50 PM – 3:50 PM</th>
<th>3:05 PM – 3:50 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Engaging Students/Schools</strong></td>
<td><strong>2) Engaged 21st Century Youth</strong></td>
<td><strong>3) Empowering Civic Learning</strong></td>
<td><strong>4) Motivation, Voice &amp; Purpose</strong></td>
</tr>
<tr>
<td>Room: America South (4th Floor)</td>
<td>Room: America Center (4th Floor)</td>
<td>Room: Essex Center (3rd Floor)</td>
<td>Room: Essex North (3rd Floor)</td>
</tr>
<tr>
<td><strong>Part I:</strong> Engaging Students: Classrooms of Choice, Collaboration and Deep Learning</td>
<td><strong>Part I:</strong> Children Are Citizens: Engaging Young Children in Their Community to Create Powerful Learning Environments</td>
<td><strong>Part I:</strong> Educating for Intellectual, Moral and Civic Purpose</td>
<td><strong>Part I:</strong> Using Writing as an Avenue to Empower Deeper, Higher-Order Thinking</td>
</tr>
<tr>
<td>Jennifer A. Fredricks, PhD</td>
<td>Benjamin Mardell, PhD</td>
<td>William Damon, PhD</td>
<td>Leslie E. Laud, EdD</td>
</tr>
<tr>
<td><strong>Part II:</strong> Student Engagement for Deep Learning and Thinking</td>
<td><strong>Part II:</strong> Promoting Purpose and Engagement Through Civic Education and Student Voice</td>
<td><strong>Part II:</strong> Creating Possibilities: Empowering Youth Through Voice, Choice and Entrepreneurship</td>
<td><strong>Part II:</strong> Transformational Learning: Reading, Writing and Speaking with Purpose</td>
</tr>
<tr>
<td>Bryan K. Harris, EdD</td>
<td>Amy L. Carrier, PhD</td>
<td>Michael J. Nakkula, EdD and Kari Guo, MA, PhD Candidate</td>
<td>Ron Berger, MEd</td>
</tr>
</tbody>
</table>

### Afternoon Concurrent Sessions 'B'

<table>
<thead>
<tr>
<th>4:00 PM – 5:15 PM</th>
<th>4:00 PM – 5:15 PM</th>
<th>4:00 PM – 5:15 PM</th>
<th>4:00 PM – 5:15 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Engaging Students/Schools</strong></td>
<td><strong>2) Engaged 21st Century Youth</strong></td>
<td><strong>3) Empowering Civic Learning</strong></td>
<td><strong>4) Motivation &amp; Student Voice</strong></td>
</tr>
<tr>
<td>Room: America South (4th Floor)</td>
<td>Room: America Center (4th Floor)</td>
<td>Room: Essex Center (3rd Floor)</td>
<td>Room: Essex North (3rd Floor)</td>
</tr>
<tr>
<td><strong>Part I:</strong> Documentary Film: Most Likely to Succeed</td>
<td><strong>Part I:</strong> Civility, Compassion and Courage: Embracing Your Influence to Be a Change Enterprise</td>
<td><strong>Part I:</strong> Civic Learning: Engaging Citizen Science and Empowering STEM Students and Programs</td>
<td><strong>Part I:</strong> Why Is Interest Powerful for Learning and Writing: How Does It Work?</td>
</tr>
<tr>
<td>(RP, 6-College)</td>
<td>(RP, All Ages)</td>
<td>(RP, K-College)</td>
<td>(RP, Pre-K-12)</td>
</tr>
<tr>
<td>Addicted to Sugar: Youth, Digital Technologies and Educational Practice</td>
<td>Engaging Citizen Science and Empowering STEM Students and Programs</td>
<td>Creating a Motivating Classroom Culture to Support Student Voice and Learning</td>
<td>K. Ann Renninger, PhD</td>
</tr>
<tr>
<td>David B. Daniel, PhD</td>
<td>Bronwyn MacFarlane, PhD</td>
<td>Michael J. Middleton, PhD</td>
<td>(Book Signing: 5:15-5:30 PM)</td>
</tr>
</tbody>
</table>

### Schedule-at-a-Glance
### Saturday, November 19 • Conference Day 3

#### 8:30 AM – 12:20 PM  
**Thinking Minds: Engaging Real-World Problem Solving**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td><strong>L&amp;B “Transforming Education Through Neuroscience” Award</strong></td>
</tr>
<tr>
<td></td>
<td>Award Presentation by David B. Daniel, PhD, James Madison University</td>
</tr>
<tr>
<td></td>
<td>Presidents: David B. Daniel, PhD, James Madison University and Fay E. Brown, PhD, Yale University</td>
</tr>
<tr>
<td></td>
<td><strong>Keynote Room Location:</strong> America Ballroom – 4th Floor</td>
</tr>
<tr>
<td>8:30 AM – 9:30 AM</td>
<td><strong>Keynote Address I:</strong> Half-Truths and Lies: The Brain Science of Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Daniel J. Levitin, PhD (Book Signing from 9:30-9:45 AM)</td>
</tr>
<tr>
<td>9:30 AM – 10:00 AM</td>
<td><strong>Networking Coffee Break, Poster Sessions and Exhibit Hall – America Ballroom Foyer</strong></td>
</tr>
<tr>
<td>10:00 AM – 11:00 AM</td>
<td><strong>Keynote Address II:</strong> The World Becomes What We Teach: Educating a Generation of Solutionaries</td>
</tr>
<tr>
<td></td>
<td>Zoe Weil, MA, MTS (Book Signing from 12:20-12:35 PM)</td>
</tr>
<tr>
<td>11:05 AM – 12:20 PM</td>
<td><strong>Keynote Address III:</strong> An MBE Research-Informed Pathway for Purposeful Teaching, Learning and Thinking</td>
</tr>
<tr>
<td></td>
<td>Glenn Whitman, MALS and Ian Kelleher, PhD (Book Signing from 12:20-12:35 PM)</td>
</tr>
</tbody>
</table>

#### 12:20 PM – 1:30 PM  
**Lunch Break (On Your Own) and Exhibit Hall – America Ballroom Foyer**

#### 1:30 PM – 4:15 PM  
**Afternoon Concurrent Sessions ‘C’**

| Part I | Room: Staffordshire (3rd Floor)  
|--------|---------------------------------|
| 1:30 PM – 3:00 PM | **1) Engaging Global Citizens**  
|                | **Part I:** Global Citizenship: Empowering Students to Change the World  
|                | Michael A. Soskil, MS  
| 3:00 PM – 4:15 PM | **Part II:** Empowering Students As Global Citizens to Thrive in the 21st Century  
|                | Connie K. Chung, EdD  

| Part I | Room: America Center (4th Floor)  
|--------|---------------------------------|
| 1:30 PM – 2:45 PM | **2) Engaged Youth & Community Service**  
|                | **Part I:** Engaging Parents, Schools and Communities in Support of Positive Youth Development  
|                | Marilyn Price-Mitchell, PhD  
| 2:45 PM – 3:30 PM | **Part II:** Participation in School and Community-Based Organized Activities: Academic, Behavioral and Psychological Benefits  
|                | Jennifer A. Fredricks, PhD  
| 3:30 PM – 4:15 PM | **Part III:** Contributing to the Civic Society  
|                | Sara K. Johnson, PhD  

| Part I | Room: America South (4th Floor)  
|--------|---------------------------------|
| 1:30 PM – 2:30 PM | **3) Motivation, Mindsets & Choice**  
|                | **Part I:** Motivation in Learning: Insights from Multi-Method Approaches  
|                | Kou Murayama, PhD  
| 2:30 PM – 3:30 PM | **Part II:** Learning to Choose, Choosing to Learn: The Keys to Student Motivation and Achievement  
|                | Mike Anderson, MS  
| 3:30 PM – 4:15 PM | **Part III:** Motivation Matters  
|                | Christopher S. Hulleman, PhD  

| Part I | Room: Essex North (3rd Floor)  
|--------|---------------------------------|
| 1:30 PM – 3:30 PM | **4) Empowering Writing/Literacy**  
|                | **Part I:** EF and Language Skills Associated with the Writing Process  
|                | Naomi J. Steiner, MD and Lisa Phillips, MS, CCC/SLP  
| 3:30 PM – 4:15 PM | **Part II:** Empowering Literacy: Aligning Literacy to Human Rights, Brain Research, Learning and Community Initiatives  
|                | Jo-Anne Wilson-Keenan, EdD  

| Part I | Room: Essex South/Center (3rd Floor)  
|--------|---------------------------------|
| 1:30 PM – 4:15 PM | **5) Creative & Critical Thinking**  
|                | **Part I:** Empowering Students to Make School Meaningful Through Values and Ethics  
|                | Lauren H. Porosoff, JD and Jonathan H. Weinstein, PhD  
| 3:30 PM – 4:15 PM | **Part II:** Connecting Restorative Practice and Brain Research to School Behavior and Bullying Prevention  
|                | Chuck Sauller, MEd  

| Part I | Room: America North (4th Floor)  
|--------|---------------------------------|
| 1:30 PM – 2:30 PM | **6) Cultivating Ethics & Restorative Practice**  
|                | **Part I:** Empowering Your Students to Make School Meaningful Through Values and Ethics  
|                | Lauren H. Porosoff, JD and Jonathan H. Weinstein, PhD  
| 3:30 PM – 4:15 PM | **Part II:** Connecting Restorative Practice and Brain Research to School Behavior and Bullying Prevention  
|                | Chuck Sauller, MEd  

*Schedule-at-a-Glance*
In today’s complex, 21st Century world, it is essential for students to be engaged and ethical learners, thinkers, and citizens. Mind, brain and developmental research has found that students who have a voice and choice in their learning and feel empowered are more likely to be actively engaged in school and their community, perform better academically, have more positive social-ethical behaviors, and are more likely to be active citizens.

This conference will help you examine how to empower students to be engaged learners, ethical citizens, and real world problem solvers.

The LEARNING & the BRAIN® Conference creates an interdisciplinary forum — a meeting place for researchers, clinicians and educators — to examine these new research findings and tools with respect to their applicability to the classroom and clinical practice.

We hope you will come away with new and useful information.
Welcome letter from Todd Rose, EdD

Welcome to the conference that helped pioneer connecting biology and cognitive science with educational practice and policy. There is so much important new work connecting brain science, genetics, technology and cognitive science that we educators and researchers need to come together to learn from each other and to build a community that joins practice with research. Then we can build fruitful connections to improve both practice and research in education.

Among the first groups to promote and shape connecting biology with learning science were LEARNING & the BRAIN®, the program in Mind, Brain, and Education (MBE) at Harvard University, and the International Mind, Brain, and Education Society (IMBES). This conference brings together leading scientists who are doing cutting-edge research with leading practitioners who work to connect research to educational practice and assessment. The conference organizers reach out to build constructive partnerships with other organizations that share similar goals for neuroeducation, including the creation of the journal *Mind, Brain, and Education*, which started publication in 2007.

At this stimulating conference, you will learn about new research and practice relevant to teaching and learning as well as how education and learning are changing due to new digital technologies and advances in our understanding of learning and individual variability, and from new relationships to connect biology, cognitive science and education. Through these relationships we can improve educational research and practice to create schools that effectively educate all of us. There is so much to be done to improve education in North America and around the world. This conference serves as an important vehicle to help us make these connections.

Sincerely,

Todd Rose, EdD

Lecturer on Education and Faculty Director, Mind, Brain, and Education Program (MBE)

Harvard Graduate School of Education
Welcome letter from David B. Daniel, PhD

It is my great pleasure to welcome you to the LEARNING & the BRAIN® Conference. This conference is an opportunity for educators, researchers, policy-makers and a variety of other professionals to open our minds, focus our attention and contribute to an important conversation.

This November’s conference recognizes that the goals of education and guiding development within a given culture includes much more than learning. We are cultivating a person. By artificially isolating learning from the many activities that interact and support it, we ignore the important forces that move the learner forward toward the ultimate goal of an ethical, independent and curious student of life. Yet, ethics, character, and constructive engagement are at the core of the citizens we hope to develop.

The theme of this conference, Engaged, Empowered Minds, is one of the few venues that asks us, as a community, to focus on these important issues and to offer perspectives, questions, and tools to do so. We will bring together educators, cognitive scientists, social/developmental psychologists, and other professionals to explore the science of student empowerment, engagement and motivation, ways to empower student voice, ownership, interest and purpose, ethics, technology and global education, and civic and community engagement, critical thinking and real world problem solving. We will explore the need to develop motivated and empowered students and ways to help cultivate student purpose, self-efficacy, passions, interests, critical thinking, voice and choice.

The conference features a variety of presentations, from cutting-edge neuroscientific findings to practical suggestions to guide practice. It is important, however, that we not overlook the essential role of you, the conference participant, in this process. It is our responsibility to vet the many suggestions and perspectives to which we will be exposed. We must mindfully integrate what we learn with our own priorities and role in this multifaceted process.

Most importantly, our questions and critical thinking must be deployed as a community. The very word “conference” implies interaction or an exchange of ideas. The greatest resources at the LEARNING & the BRAIN® Conferences are the participants themselves. Please take advantage of this valuable opportunity to listen, discuss, learn and teach. I encourage you to ask questions of the speakers and to discuss intriguing ideas with your fellow participants. Your full participation in the LEARNING & the BRAIN® Conference will ensure that you, your colleagues, and your students obtain the dynamic and important benefits around which this conference is organized.

Sincerely,

David B. Daniel, PhD
Professor, Psychology Department
James Madison University
On behalf of the MA Consortium for SEL-TEd, I am very pleased to welcome you to the November 2016 Learning & the Brain® Conference, Engaged, Empowered Minds: Using Brain Science to Educate Ethical 21st Century Citizens and Problem Solvers. We are delighted to co-sponsor this dynamic gathering of educators dedicated to promoting students’ emotional intelligence, socio-moral development, and democratic dispositions. Given the current realities of our polarized society—marked by contentious incivility and racial/ethnic stress—tapping into brain science for new ways to foster ethical, constructive problem-solving skills for prosocial civic engagement is vitally important. With compelling presentations by leading thinkers, and numerous opportunities for engaging dialogue with other participants, this conference offers numerous possibilities for generative learning and engagement. Moreover, this is an opportunity to expand your professional repertoire while imagining new, innovative ways of using brain science to proactively cultivate ethical civic learning and social-emotional development in school communities.

We encourage you to take an inquiry stance, and engage in ongoing reflection throughout this conference, with an eye to ideas for further integration of social neuroscience research and principles in your professional work. Ask questions, exchange ideas, and consider new perspectives! As this brain science research validates, educators’ social-emotional skills, including the capacity to cultivate positive, empowering relationships with students, are vital to establishing prosocial learning environments conducive to students’ well being. This understanding anchors the work of the MA Consortium for Social-Emotional Learning in Teacher Education. Our aim is to help pre-service and novice educators develop a robust understanding of the social-emotional dimensions of culturally responsive teaching in diverse classrooms and schools.

This conference will stimulate thinking, understanding, ideas, and connections regarding education for “Ethical 21st Century Citizens and Problem Solvers.” We hope that you thoroughly enjoy the process, and leave feeling enlightened, inspired, and motivated to apply what you learn!

Warm regards,

Deborah Donahue-Keegan, EdD

Co-Director, MA. Consortium for SEL in Teacher Education
Lecturer, Department of Education, Tufts University
THURSDAY, NOV. 17, 2016 – MORNING PRE-CONFERENCE WORKSHOPS

7:15 AM – 8:15 AM  Registration for Pre-Conference Workshops

8:15 AM – 12:15 PM  Pre-Conference Workshops

(Advance registration required. Select one of six.) Fees: $189 per person.
Workshops are held on the 3rd and 4th Floors of the Westin Copley Hotel.

1. TEACHING DIGITAL & CIVIC CITIZENS (RP, 4-12)

Part I: 8:15 AM – 10:15 AM
Teaching Digital Citizens: Helping Students Become Safe, Savvy and Social
The first part of the workshop will offer a hands-on digital citizenship and will provide you with resources on helping students understand the issues around technology use in schools from a digital citizenship perspective, as well as to construct civic and social literacy in the classroom. The objective is to have teachers begin the process on how to develop integration plans for new technologies, and how to respond to new situations related to technologies as they emerge in their schools and classrooms. At the end of this talk, educators should have a better understanding of how to work with students in a classroom setting on various digital citizenship topics.
Speaker: Mike Ribble, EdD

Part II: 10:15 AM – 12:15 PM
Tackling Today’s Civic Problems with Youth
How can youth meaningfully address authentic civic problems such as those related to racism, our environment, and community health in school and in out-of-school programs? This workshop will support educators to construct opportunities for youth to (1) name, (2) study, and (3) act on social problems while developing essential literacy skills. After exploring how these three steps can unfold, and learning from multiple examples at the upper-elementary, middle, and high school levels, participants will leave the session skilled to design and enact civic literacy projects.
Speaker: Shira Eve Epstein, EdD
Presider: Carol Sobh, Director/Owner, Starlet Academy, Paramus, NJ
Room: Independence (4th Floor)

2. STUDENT EMPOWERMENT (RP, K-College)

Neuroscience and Student Empowerment: Fostering Student Ownership of Mastery Learning in the 21st Century
In this workshop, Patti Drapeau will translate neuroscience findings into a pedagogical framework that articulates a step-by-step “how to” that shifts instructional practice to one that encourages student ownership. She will cover social aspects of neuroscience, student voice and choice, mastery learning in the contemporary classroom, and examples of school structures that foster student empowerment.
Speaker: Patti Drapeau, MS
Presider: Beth Wentworth, Professor, Chadron State College, Chadron, NB, Canada
Room: Staffordshire (3rd Floor)

3. BATTLING BOREDOM (P, K-12)

Battling Boredom to Engage and Motivate Students
In this workshop, Dr. Harris will address issues related to authentic engagement vs. compliance and will consider the brain and cognitive processes involved in boredom, attention and authentic engagement. He will provide you with several practical, relevant and easy-to-use strategies that have been proven to engage and motivate students.
Speaker: Bryan K. Harris, EdD
Presider: Lisa Connor, Director, Product Development, Junior Achievement USA, Colorado Springs, CO
Room: Essex Center (3rd Floor)
4. Teaching Teenage Brains *(RP, 6-College)*

**Part I: 8:15 AM – 10:15 AM**

**Nudging Teens Towards Success: Promoting Grit, Self-Control and a Growth Mindset**

You will learn how teens can change their mindset and their behavior in ways that support self-control, perseverance and tenacity. This workshop will provide a hands-on, interactive and skill-based way that allows you to walk away with actual strategies you can use with teens. These strategies are built upon the latest research from the field of psychology and clinical experience. Learn how teens can benefit from developing these skills.

**Speaker:** Caren Baruch-Feldman, PhD

**Part II: 10:15 AM – 12:15 PM**

**Teaching Teenage Brains to Foster Reasoning and Critical Thinking**

Neuroscientist Dr. Gamino will offer hands-on experience and ideas to inform your teaching practices with teens from findings from brain science. Discussion of brain plasticity will be explored as you learn how your students’ cognition can be enhanced through application of neuroscience-based higher-order cognitive practices.

**Speaker:** Jacquelyn F. Gamino, PhD
**Presider:** Anne Price, Director of Field Services, Cleveland State University, Cleveland, OH
**Room:** Essex South (3rd Floor)

5. Science of Reading *(RP, All Ages)*

**Part I: 8:15 AM – 9:30 AM**

**The Neuroscience of Reading Ability and Disability**

Neuroscientist Dr. Gabrieli will review current knowledge about differences in brain function and structure associated with typical reading ability versus disability. The neuroscience findings will be related to issues of diagnosis, prognosis and early identification of dyslexia.

**Speaker:** John D.E. Gabrieli, PhD

**Part II: 9:30 AM – 12:15 PM**

**The Neuropsychology of Reading Disorders: Diagnosis and Intervention**

Dr. Feifer will examine current literacy rates in the United States and the effectiveness of the No Child Left Behind legislation. He will introduce a brain-behavior model of reading by examining specific neural circuits, which underscore phonological development, orthographic development, and comprehension skills. Dr. Feifer will discuss four subtypes of reading disabilities from a brain-behavioral perspective and will link scores of evidenced-based interventions and relevant classroom strategies to address each subtype.

**Speaker:** Steven G. Feifer, DEd
**Presider:** Cynthia Bombadier, Psychologist, Bloomfield Public Schools, South Hadley, MA
**Room:** Essex North (3rd Floor)

6. Educators’ Guide *(RP, All Ages)*

**The Educators’ Guide to Brain Research: How to Responsibly Bridge the Gap Between Research and Practice**

This workshop, through lecture, self-reflection and group discussion, is designed to help you evaluate scientific claims, navigate common misconceptions and make informed decisions about their value to your personal and professional decision making. Learn how to develop skills for critically assessing the merits of “brain-based” applications or policies.

**Speakers:** Andrew C. Watson, MEd and Maya Bialik, MEd
**Presider:** Yehudith Weinberger, Rector, Kibbutzim College of Education, Israel
**Room:** St. George A-C (3rd Floor)

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**Concurrent Sessions Guide:**

(R) = Research on the Brain or Empowerment

(P) = Practical Classroom Strategies

(RP) = Research & Practical Classroom Strategies

(K-COLLEGE) = Appropriate Grade Level
THURSDAY, NOV. 17, 2016 – CONFERENCE DAY 1

Empowered Minds: Teaching Student Innovation to Change the World

12:00 PM – 1:00 PM  Conference Registration

1:00 PM  Welcome/Opening Remarks

Welcome: Daniel A. LaGattuta, PhD, President, Public Information Resources, Inc.
Opening Remarks/Presider: David B. Daniel, PhD, Department of Psychology, James Madison University
All keynotes will take place in the America Ballroom (4th Floor)

1:00 PM – 2:00 PM  Keynote Address I

Creating Innovators: The Making of Young People Who Will Change The World

When information is ubiquitous and free, and when basic education is available to billions of people worldwide, only one set of skills can ensure this generation’s economic future: the capacity for innovation. What must parents, teachers, mentors, employers, schools and colleges do to teach and develop the capacities of young people to be the innovators? Based on his recent book, Creating Innovators, Dr. Wagner will address the questions that are vital to the future of our country.

Speaker: Tony Wagner, EdD (Book Signing from 2:00-2:15 PM)

2:05 PM – 3:05 PM  Keynote Address II

Turbocharge Visionary Brain Power: Equip Students to Improve Their World

Dr. Chapman will explore the concepts of brain fitness, brainpower and human cognitive capital and will share ways to harness and turbocharge the immense innovative brain aptitude of our students. She will provide practical ways to help students thrive from middle school stages and beyond by empowering them to take charge over their inherent potential and to recognize that their capacities are not fixed nor permanently broken when setbacks occur. Learn how to energize students to expand their mental fortitude and adaptability to deal with the complexity of problems and stresses of uncertainty in our rapidly changing world.

Speaker: Sandra B. Chapman, PhD (Book Signing from 3:05-3:20 PM)

3:05 PM – 3:30 PM  Networking Coffee Break and Exhibit Hall

Take this opportunity to visit the Exhibitors in the America Ballroom Foyer (4th Floor). Book signings and bookstore are also located in the Foyer. Complimentary coffee will be served in the Foyer.

3:30 PM – 4:15 PM  Keynote Address III

Joining Character and Scholarship: Beautiful Student Work That Contributes to a Better World

When a student completes school and enters adult life, he or she will be judged for the rest of his or her life not by test scores but rather by the quality of their character and their work. What would it look like if schools spent their time engaging students in the creation of beautiful, meaningful work? Mr. Berger will expand our definition of student achievement to be three-dimensional: mastery of content and skills; character; and high-quality work. He will also share models of high-quality student work from across the country.

Speaker: Ron Berger, MEd

4:15 PM – 5:15 PM  Keynote Address IV

Teaching Tomorrow’s Change Makers: The Power of Service, Citizenship and Social Change

Dr. Price-Mitchell will present findings from a study of civically-engaged college students who reflected on how educators and parents helped them become ethical learners, thinkers and citizens during their growing-up years. She will show how supportive relationships with adults, student mentoring and meaningful service experiences drive social change.

Speaker: Marilyn Price-Mitchell, PhD (Book Signing from 5:15-5:30 PM)

5:15 PM – 6:15 PM  Meeting of the Minds Reception in the Staffordshire Room (By advance registration only)
FRIDAY, NOV. 18, 2016 – CONFERENCE DAY 2

Citizen Minds: Empowering Civic Engagement and 21st Century Education

8:30 AM  Welcome Remarks
Welcome/Presider: Deborah Donahue-Keegan, EdD, Lecturer, Tufts University; Co-Director, Massachusetts Consortium for Social Emotional Learning in Teacher Education
Presiders: David B. Daniel, PhD, Department of Psychology, James Madison University and Fay E. Brown, PhD, School Development Program, Yale University
All keynotes will take place in the America Ballroom (4th Floor)

8:30 AM – 9:30 AM  Keynote Address I
What Kind of Citizens? Educating Our Children for the Common Good
Ask people of any nation if they think children should learn how to be good, ethical citizens and most will say “of course.” Ask them if teaching children to get involved — locally, nationally, and globally — is a good idea, and, again, most will assure you that it is. But beyond the clichés, when teachers and education reformers wrestle with the nitty-gritty details of what will actually be taught and what students will actually do, the consensus starts to fray. That’s where the real work of education and citizenship begins. Dr. Joel Westheimer will discuss ways to foster ethical, engaged and active citizens and how to promote thinking skills and meaningful civic engagement. He will highlight obstacles to ethical and critically-engaged teaching and learning and ways to overcome them.
Speaker: Joel Westheimer, PhD (Book Signing from 9:30-9:45 AM)

9:30 AM – 10:00 AM  Networking Coffee Break, Poster Sessions and Exhibit Hall
Take this opportunity to visit the Poster Sessions, Exhibitors and Bookstore in the America Ballroom Foyer (4th Floor). Joel Westheimer, PhD, will be available to sign books from 9:30 AM – 9:45 AM in the America Ballroom Foyer. Please purchase his books prior to the signing. Complimentary coffee will be served in the Foyer.

10:00 AM – 11:00 AM  Keynote Address II
Creating the 21st Century Schools and Citizens We Need
What is School 2.0? What are the pedagogical ideas that form it? Mr. Lehmann will examine the ideas of constructivist pedagogy and the use of 21st Century tools to create schools that are engaging, caring and relevant places of learning for everyone involved. The history of the formation of the Science Leadership Academy will form the backdrop for this conversation. Learn how educators can align their core beliefs around learning to the systems of their schools and how we repurpose school in a modern age where information is ubiquitous but wisdom still feels scarce.
Speaker: Chris Lehmann, MA (Book Signing from 12:30-12:45 PM)

11:05 AM – 12:05 PM  Keynote Address III
Beyond Wit and Grit: Thoughts on Nurturing Good Citizens
Dr. Howard Gardner, Professor of Cognition and Education at the Harvard Graduate School of Education and Director of the Good Project, will discuss how his theory of multiple intelligences and the idea of grit and perseverance are not enough for academic (and life) success, and the importance of ethics to benefit society. He will discuss how to promote good people, good workers and good citizens for the 21st Century.
Speaker: Howard E. Gardner, PhD (Book Signing from 12:30-12:45 PM)

12:05 PM – 12:30 PM  A Discussion and Conversation (Education and Civics in the 21st Century)
Join Howard E. Gardner, PhD, Joel Westheimer, PhD, William Damon, PhD, and Chris Lehmann, MA, in a lively conversation and discussion on the current state, purpose and future possibilities of education and civic engagement in the 21st Century.
Moderator: Deborah Donahue-Keegan, EdD, Lecturer, Tufts University

12:30 PM – 1:45 PM  Lunch Break (On Your Own) Exhibit Hall and Book Signings
Howard E. Gardner, PhD and Chris Lehmann, MA, will be available to sign their books from 12:30 PM – 12:45 PM in the America Ballroom Foyer. Please purchase their books at the bookstore prior to signings.
FRIDAY, NOV. 18, 2016 • CONFERENCE DAY 2

1:45 PM – 3:50 PM  Afternoon Concurrent Sessions ‘A’
(Afternoon break between 3:50 PM – 4:00 PM)

1) ENGAGING STUDENTS & SCHOOLS

Part I: 1:45 PM – 2:45 PM
Engaging Students: Classrooms of Choice, Collaboration and Deep Learning (RP, K-12)
Dr. Fredricks will outline the reasons why so many students are disengaged, and will present research-based strategies that can empower educators to reengage their students to create classrooms of deep learning. She will describe how to implement student-centered instructional environments, build a positive peer culture, and strengthen teacher-student relations.
Speaker: Jennifer A. Fredricks, PhD

Part II: 2:50 PM – 3:50 PM
Student Engagement for Deep Learning and Thinking (P, K-12)
In order for students to be successful in school and in life, they need to be challenged to think deeply and critically about content standards and to reflect on their own learning. Development of deep thinking skills takes time, practice, and an intentional focus. Dr. Harris will provide teachers with specific strategies, lesson outlines, and methods that will engage students in the process of deep learning and thinking.
Speakers: Bryan K. Harris, EdD
Presider: Rochelle Reodica, Director of Learning Services, San Francisco University High School, San Francisco, CA
Room: America South (4th Floor)

2) ENGAGED YOUTH IN THE 21ST CENTURY

Part I: 1:45 PM – 2:25 PM
Good Online Participation: Skills and Dispositions for a Globally Interconnected World (RP, 6-College)
Carrie James will explore the opportunities and challenges of the digital context for youth ethical decision-making, civic voice, and engagement with the wider world. Drawing on research on how youth engage with one another and with public issues on social media, she will explore the kinds of skills and dispositions young people need to navigate our globally interconnected, 21st Century world. She will also discuss implications for educators.
Speaker: Carrie James, PhD

Part II: 2:30 PM – 3:10 PM
Empowerment Through Education: Equipping Today’s Students with the Skills Necessary to Become the Leaders, Innovators and Problem-Solvers of Tomorrow (RP, 6-12)
This talk will introduce the five key areas of post-secondary preparation every student must have prior to graduating into a global society, workforce, and economy in the 21st Century. You will learn how to provide these learning opportunities for your students both in and outside of the classroom. Most importantly, you will leave this presentation with proven methods to take back to your school that will allow you to equip your students with the essential life and career readiness skills they will need to successfully navigate the transition from high school into adulthood and the future.
Speaker: Amy L. Carrier, PhD

Part III: 3:10 PM – 3:50 PM
Inspiring Engaged Thinking and Innovation in 21st Century Youth (RP, 6-12)
As neuroscientists open windows into the innermost workings of the brain, successful application of these discoveries is vital to ensure brain-healthy use of our most valuable resource. Dr. Gamino will help you understand the connection between reasoning and innovation and how to foster innovative thinking across curricula. Learn how to leverage new information about cognitive processing to advance your educational practices and ways to design engagement-driven learning environments.
Speaker: Jacquelyn F. Gamino, PhD
Presider: Winnie Needham, Assistant Professor, Principia College, Elsah, IL
Room: America Center (4th Floor)
3) EMPOWERING CIVIC LEARNING

Part I: 1:45 – 2:45 PM
Children are Citizens: Engaging Young Children in Their Community to Create Powerful Learning Environments (RP, PreK-1)

Depending on the context, and how they are treated, young children can appear big or small—to adults and to themselves. They can appear “big” in classrooms where children are seen as citizens—they are given the opportunity to explore creative ideas for discovery and play, generate theories of how the world works, and develop insights into the feelings of others. Dr. Mardell will draw on research from Providence, Washington, DC and Boston that focuses on documenting and supporting individual and group learning in the classroom and communities. You will explore how to create powerful learning environments that engage children not as future, but as current and active citizens capable of contributing to their communities in powerful ways.

Speaker: Benjamin Mardell, PhD

Part II: 2:50 PM – 3:50 PM
Promoting Purpose and Engagement Through Civic Education and Student Voice (RP, K-College)

Dr. Mitra will define the concept of student voice and civics in school settings and provide in-depth examples of what it looks like in both elementary and secondary settings. You will explore how the concept can improve student learning outcomes and influence school and social change.

Speaker: Dana L. Mitra, PhD
Presider: Jill Stamm, PhD, Clinical Associate Professor, Psychology in Education, Mary Lou Fulton College of Education, Arizona State University, AZ
Room: Essex Center (3rd Floor)

4) MOTIVATION, STUDENT VOICE & PURPOSE

Part I: 1:45 PM – 2:45 PM
Educating for Intellectual, Moral, and Civic Purpose (RP, 6-12)

The cultivation of purpose among students can facilitate a broad range of educational goals. Purpose fosters intellectual growth, achievement, and public good such as civic and ethical commitment. Dr. Damon will explain the special problems of civic purpose in today’s youth and the rationale behind purpose learning. He will discuss ways to foster purpose learning and will introduce innovative methods for using moral and civic purpose learning with secondary school students.

Speaker: William Damon, PhD

Part II: 2:50 PM – 3:50 PM
Creating Possibilities: Empowering Youth Through Voice, Choice and Entrepreneurship (RP, 6-12)

The presenters will discuss the role of students’ voice and decision-making practices in developing an entrepreneurial mindset and will show how the entrepreneurial mindset is critical to a wide range of human behaviors, not just classic business entrepreneurship. Drawing on their own research and work on the notion of “possibility development,” the presenters will provide strategies for promoting the development of students’ voice, decision-making practices and the essence of the entrepreneurial mind, particularly in the middle and high school years.

Speakers: Michael J. Nakkula, EdD and Kari Guo, MA, PhD Candidate
Presider: Michele Lambert, Principal, Saint Joseph’s Academy, Baton Rouge, LA
Room: Essex North (3rd Floor)
5) EMPOWERING WRITING & LITERACY

Part I: 1:45 PM – 3:00 PM

Using Writing as an Avenue to Empower Deeper, Higher-Order Thinking (RP, PreK-12)

Writing is a tool that can be used to advance learning, promote critical thinking and empower our students. Dr. Laud will provide evidence-based practices for teaching writing that have resulted in significant gains on state assessments in every school using them, while also “transforming” students’ depth of thinking and sense of self-empowerment. Learn how to put students in charge of their own writing lives by teaching them both self-regulation and strategies needed to succeed as a writer. Learn how students can use writing to practice and strengthen deeper, critical thinking skills.

Speaker: Leslie E. Laud, EdD

Part II: 3:05 PM – 3:50 PM

Transformational Learning: Reading, Writing and Speaking with Purpose (P, PreK-12)

Literacy learning can be remarkably effective when students are given worthy texts and tasks to grapple with, and when they see a meaningful goal for their writing and speaking. Mr. Berger will discuss strategies used by high-achieving public schools that put students on a mission to use their literacy to contribute to a better world.

Speaker: Ron Berger, MEd
Presider: Michael Kelley, Instructor, Chaminade College Prep, Saint Louis, MO
Room: Essex South (3rd Floor)

6) CITIZEN SCIENCE & STEM THINKING

Part I: 1:45 PM – 2:10 PM

Brooks to Biodiversity: Using Citizen Science to Engage Students in STEM Education (RP, 9-College)

The goals of citizen science are to increase interest in science and the environment, jump-start motivation and self-efficacy, improve science inquiry skills as well as creating place-based connections to promote civic engagement. Dr. Lobel will provide examples of citizen science projects and activities ranging from short-term computer based activities to multi-class field-based projects.

Speaker: Lisa K. Lobel, PhD

Part II: 2:10 PM – 2:35 PM

Biology to BirdSleuth: Developing Students’ Skills and Interest Through Citizen-Science-Inspired Investigations (RP, K-12)

Citizen-science projects offer educators unique opportunities to engage young people in real-world observations. These observations spark student questions that readily form the basis of authentic science investigations. Jennifer Fee, Developer of Cornell’s BirdSleuth curriculum and Co-Author of the NSTA Guide, Citizen Science: 15 Lessons that Bring Biology to Life (2013), will share citizen science projects, approaches and resources that can successfully scaffold inquiry-based teaching.

Speaker: Jennifer Fee, MS

Part III: 2:35 PM – 3:00 PM

Test Your Brain: Engaging Students as Citizen Scientists (RP, 9-College)

Dr. Germine, Director of The Many Brains Project, will cover methods for integrating research and education by engaging students as citizen scientists, allowing them to contribute to scientific research as both a researcher and a research participant. Through TestMyBrain.org, neuroscientists are framing behavioral research studies to enable students to learn about current research methods and foster interest in science by presenting research results that are personally relevant and that empowers them by the fact their learning experience informs and enables the advancement of science.

Speaker: Laura Germine, PhD
Part IV: 3:05 PM – 3:50 PM

Engaging Young Engineers: Teaching Problem Solving and Decision Making Skills Through Student Centered Design Tasks (RP, PreK-5)

Dr. Wendell will introduce the use of engineering design as a context for supporting children’s higher-order thinking skills, academic discourse, and learning across the STEM domains. You will explore models of the engineering design process and consider how the solving of design problems calls upon children to be curious, persistent, flexible, reflective, and collaborative thinkers. Examples from literature-based and community-based engineering curricula will be shared.

Speaker: Kristin B. Wendell, PhD
Presider: Victor Starsky, Technology Teacher, Great Neck North Middle School, Great Neck, NY
Room: Staffordshire (3rd Floor)

7) CULTIVATING MORAL BEHAVIOR

Part I: 1:45 PM – 2:45 PM

Changing Moral Minds (RP, All Ages)

Dr. Young will provide a brief overview of ongoing work in her lab, highlighting a number of influences on moral judgment and behavior. She will shed light on key factors for moral decision-making in children and adults and on moral learning, based on research that combines approaches from social psychology, neuroscience and developmental psychology.

Speaker: Liane Young, PhD

Part II: 2:50 PM – 3:50 PM

Humanitarian Neuroscience: Predicting Future Behavior, Education and Criminal Outcomes (RP, All Ages)

Dr. Gabrieli will review how brain-imaging findings can enhance the prediction of future behaviors and responses to educational and clinical interventions. Discover what kinds of future behaviors can be predicted by using brain imaging and consider some of the ethical implications of improved predictions for student behavior, criminality and learning disorders. Such predictions may improve individuated education by better matching students to optimal educational support.

Speaker: John D.E. Gabrieli, PhD
Presider: Carolyn McNulty, History Department Chair, San Francisco University High School, San Francisco, CA
Room: America North (4th Floor)

CONCURRENT SESSIONS GUIDE:
(R) = Research on the Brain or Empowerment
(P) = Practical Classroom Strategies
(RP) = Research & Practical Classroom Strategies
(K-COLLEGE) = Appropriate Grade Level
FRIDAY, NOV. 18, 2016 • CONFERENCE DAY 2
4:00 PM – 5:15 PM  Afternoon Concurrent Sessions ‘B’

1) ENGAGING STUDENTS & SCHOOLS
4:00 PM – 5:15 PM

Documentary Film: Most Likely to Succeed (RP, K-12)

Take this opportunity to watch the film, Most Likely to Succeed – a documentary about education and curriculum reform in 21st Century America, which premiered at the 2014 Sundance Film Festival. The film, directed by Greg Whiteley with Tony Wagner as the education advisor, explores the problems in our educational system, which was developed at the dawn of the Industrial Age to train factory workers and has changed little since. The film focuses on schools, such as San Diego's High Tech High, which have replaced standardized tests with project-based learning and a student-focused curriculum. It follows students, teachers, and parents in these schools to see if this different model can reawaken student engagement and offer the potential for a paradigmatic shift in education.

Room: America South (4th Floor)

2) ENGAGED 21ST CENTURY YOUTH
4:00 PM – 5:15 PM

Addicted to Sugar: Youth, Digital Technologies and Educational Practice (R, 6-College)

Technology focused upon specific outcomes may get a desired result, but can also create undesirable ones. For example, while agricultural technology is being used to help feed hungry people by improving availability, affordability, and the taste of food, it overlooked another important goal of food: Nutrition. So, although there may be less hunger, we are awash in the unintended consequences of diabetes, obesity, heart disease and food deserts. The same could be true for educational technology. We are improving access, affordability and even engagement, but we are missing the demonstrable learning impacts in our classrooms. Dr. Daniel will explore the goals and demonstrable impacts of educational technology using the analogy above as a guide to development, selection, and evaluation of educational technologies.

Speaker: David B. Daniel, PhD
Presider: Christine Mahoney, Superintendent, East Granby Public Schools, East Granby, CT
Room: America Center (4th Floor)

3) EMPOWERING CIVIC LEARNING
4:00 PM – 5:15 PM

Revitalizing Civic Learning for Empowering Youth (RP, K-College)

Dr. Levinson will offer research-based evidence for why civic education is important, what we know about promising practices, and models for how to promote civic learning and engagement across the curriculum. Drawing on action civics and other guided experiential techniques to help their students practice active citizenship, she will address ways for promoting equitable civic learning and engagement for all students.

Speaker: Meira Levinson, DPhil
Presider: Amy Enright, History Department Head, The Rivers School, Weston, MA
Room: Essex Center (3rd Floor)

4) MOTIVATION & STUDENT VOICE
4:00 PM – 5:15 PM

Creating a Motivating Classroom Culture to Support Student Voice and Learning (RP, K-12)

Dr. Middleton will discuss how to tap into students’ motivation for learning. You will explore your own beliefs about motivation and compare those to different perspectives and better understand the connections of student voice, self-efficacy and classroom relationships to motivation. By examining a series of questions related to student voice, self-efficacy and relationships, you will gain strategies for enhancing the motivation culture of classrooms.

Speaker: Michael J. Middleton, PhD
Presider: Claudia Tobar, Director, Universidad San Francisco de Quito, Quito, Ecuador
Room: Staffordshire (3rd Floor)
5) EMPOWERING INTEREST & WRITING

4:00 PM – 5:15 PM

Why Is Interest Powerful for Learning and Writing: How Does It Work? (RP, All Ages)

The triggering of interest (in reading a text, writing or solving applied problems) initiates productive engagement and the potential for optimal motivation. Findings from neuroscience indicate that the triggering of interest results in an activation of the reward circuitry, providing an explanation of the facilitative effect of interest and further insight into the benefits of both enabling and sustaining its development. Dr. Renninger will provide evidence of the power of interest, its malleability and its potential to develop. She will identify ways in which a person’s interest can be supported and developed by educators, employers, and parents.

Speaker: K. Ann Renninger, PhD
Presider: Barbara Roca, Clinical Director, Maps2Learn, Miami, FL
Room: America North (4th Floor)

6) CITIZEN SCIENCE & STEM THINKING

4:00 PM – 5:15 PM

Engaging Citizen Science and Empowering STEM Students and Programs (RP, K-College)

Students need learning experiences to provide engaging and meaningful opportunities for understanding the important role STEM professionals play in daily life and to develop their own talent toward careers in STEM fields. Dr. MacFarlane will identify what works in developing an engaging, creative, and productive STEM program, ways to empower students and program leaders, and ways to further develop students’ STEM talents. She will provide educators with information about engaging students in citizen science activities and planning STEM programs that articulate rigorous curriculum, instruction, and creativity to empower learning.

Speaker: Bronwyn MacFarlane, PhD (Book Signing from 5:15-5:30 PM)
Presider: Deborah Howard, Professor of Mathematics, Valencia College, Orlando, FL
Room: Essex North (3rd Floor)

7) CULTIVATING CIVILITY & CHANGE

4:00 PM – 5:15 PM

Civility, Compassion and Courage: Embracing Your Influence to Be a Change Enterprise (RP, K-12)

Dr. Barnes will discuss how to take action and embrace one’s influence to create a system of practices, experiences, and opportunities to promote teaching civility, compassion, and courage in schools and beyond. Based on her book, Civility, Compassion, and Courage in Schools Today, Dr. Barnes will guide you through interactive activities designed to support and strengthen one’s ability to create authentic SEL experiences for K-12 students and will introduce the Model of Influence (MOI), an affective hierarchy designed to move one from a state of awareness to a state of action. Through whole and small group discussions, you will explore the need to integrate social and emotional learning with your academic content.

Speaker: Candice D. Barnes, EdD (Book Signing from 5:15-5:30 PM)
Presider: Lisa Burton, J.H. Burns Collegiate, Winnipeg, Manitoba, Canada
Room: Essex South (3rd Floor)
SATURDAY, NOV. 19, 2016 – CONFERENCE DAY 3
Thinking Minds: Engaging Real-World Problem Solving

7:30 AM – 8:30 AM  Conference Registration

8:30 AM  Award Ceremony for the LEARNING & the BRAIN® 2016 “Transforming Education Through Neuroscience” Award

The LEARNING & the BRAIN® Foundation will present its annual award to international researcher Kou Murayama, PhD who has contributed to the advancement of neuroeducation.

Award Presentation by David B. Daniel, PhD, Department of Psychology, James Madison University
Presiders: David B. Daniel, PhD, School Development Program, Yale University and Fay E. Brown, PhD, Yale University

All keynotes will take place in the America Ballroom (4th Floor)

8:30 AM – 9:30 AM  Keynote Address I
Half-Truths and Lies: The Brain Science of Critical Thinking

Dr. Levitin will lay out the groundwork for teaching critical thinking to high school and college students so as to empower them to evaluate for themselves the morass of conflicting claims and accounts they encounter every day on Facebook, in the news, from websites, and from their friends. The internet age poses a challenge to educators and parents. We must abandon the old model of teaching facts and figures in favor of teaching students how to discern whether the facts and figures they encounter are accurate, and how to apply them in creative ways to make the world a better place.

Speaker: Daniel J. Levitin, PhD (Book Signing from 9:30-9:45 AM)

9:30 AM – 10:00 AM  Networking Coffee Break, Poster Sessions and Exhibit Hall

Take this opportunity to visit the Poster Sessions, Exhibitors and Bookstore in the America Ballroom Foyer (4th Floor). Daniel J. Levitin, PhD, will be available to sign books from 9:30 AM – 9:45 AM in the America Ballroom Foyer. Please purchase his books prior to the signing. Complimentary coffee will be served in the Foyer.

10:00 AM – 11:00 AM  Keynote Address II
The World Becomes What We Teach: Educating a Generation of Solutionaries

Zoe Weil will provide you with a rationale and vision, as well as practical ideas, for a shift in the purpose of schools toward educating young people to be motivated, prepared, and skilled problem-solvers for a more just, peaceful, and healthy world. She will offer an overview of what education can and should be for the sake of our children and their futures, and specific approaches to enable students to develop critical and creative thinking and solutionary skills.

Speaker: Zoe Weil, MA, MTS (Book Signing from 12:20-12:35 PM)

11:05 AM – 12:20 PM  Keynote Address III
An MBE Research-Informed Pathway for Purposeful Teaching, Learning and Thinking

How do we get student minds to become more engaged and empowered in schools today? The answer is by first thinking about the minds of teachers and school leaders. For this critical group, the answer is an evidence-based professional growth framework that can develop their ability to know, apply, conduct and lead their school in the most innovative thinking. Glenn Whitman and Ian Kelleher will share a professional growth pathway based on the latest research in the field of mind, brain, and education science (MBE) to help you design classes and work with students in a way that validates schools as a place for students to become engaged citizens in their communities.

Speakers: Glenn Whitman, MALS and Ian Kelleher, PhD (Book Signing from 12:20-12:35 PM)

12:20 PM – 1:30 PM  Lunch Break (On Your Own) Exhibit Hall and Book Signings

Zoe Weil, MA, MTS, Glenn Whitman, MALS and Ian Kelleher, PhD will be available to sign books from 12:20 PM – 12:35 PM in the America Ballroom Foyer. Please purchase their books prior to the signing.
1) ENGAGING GLOBAL CITIZENS

Part I: 1:30 PM – 3:00 PM
Global Citizenship: Empowering Students to Change the World (RP, K-12)
Global Teacher Prize Finalist Michael Soskil will discuss the need for global citizenship to be a core part of the educational experience in our current global society. He will provide examples of student driven initiatives that have both improved learning in core curricular areas and empowered students to see how they can affect positive change for others around the world. Learn about the connections between educational research and global service learning and examples of global learning projects and tools to incorporate global learning experiences in your own classrooms and schools.
Speaker: Michael A. Soskil, MS

Part II: 3:00 PM – 4:15 PM
Empowering Students As Global Citizens to Thrive in the 21st Century (RP, K-12)
How do we prepare students to thrive in their work and life in an era of globalization, complexity, volatility, uncertainty, and opportunity? Connie K. Chung will share examples from around the world of global projects in the areas of design thinking; civic education; entrepreneurship education; financial literacy; environmental education; girls education; global citizenship education; health education; STEM education; and social emotional learning. She will explore a rich conceptual framework of global education that draws on project-based learning and other pedagogies that support personalization that helps students from kindergarten to high school understand the world in which they live in all its complexity. She will invite you to share resources, challenges, and strategies to overcome those challenges they face as we all seek to foster student agency, growth mindsets, and global citizenship.
Speaker: Connie K. Chung, EdD
Presider: Yuko Muir, Chairman & President, Yayogi International School, Shibuya-ku, Japan
Room: Staffordshire (3rd Floor)

2) ENGAGED YOUTH & COMMUNITY SERVICE

Part I: 1:30 PM – 2:45 PM
Engaging Parents, Schools and Communities in Support of Positive Youth Development (RP, K-College)
Dr. Price-Mitchell will provide a system and community-based approach for fostering student success and engaged citizenship and will discuss how to apply research in positive youth development to your specific learning environment. She will show how diverse schools and communities are using the framework to empower students and encourage outside-the-box thinking.
Speaker: Marilyn Price-Mitchell, PhD

Part II: 2:45 PM – 3:30 PM
Participation in School and Community-Based Organized Activities: Academic, Behavioral and Psychological Benefits (RP, 3-12)
Dr. Fredricks will summarize the key findings on the research on the outcomes of organized school activities and participation in organized out-of-school activities, like sports, the arts, school clubs, and community-based organizations. She will discuss different explanations for the beneficial effects of youth participation in high quality school and community-based organized activities and how we can use this information to create more engaging school and out of school contexts for all youth.
Speaker: Jennifer A. Fredricks, PhD
Part III: 3:30 PM – 4:15 PM

**Contributing to the Civic Society: The Characteristics Associated with Civic, Community and Cultural Participation Among Adolescents** (*RP, 6–12*)

Dr. Johnson will describe research from the “Connecting Adolescents’ Beliefs and Behaviors” study regarding different ways adolescents contribute to their communities, such as conventional civic engagement, activism, and cultural participation, and the family and school characteristics that are associated with this participation. She will discuss the implications of the research for how schools can support adolescents and their families in helping adolescents give back to their local, national, and international communities.

**Speaker:** Sara K. Johnson, PhD  
**Presider:** Deborah Donahue-Keegan, EdD, Lecturer, Tufts University  
**Room:** America Center (4th Floor)

### 3) MOTIVATION, MINDSETS & CHOICE

**Part I: 1:30 PM – 2:30 PM**

**Motivation in Learning: Insights from Multi-Method Approaches** (*R, K-College*)

Motivation is critical in learning and education, but it is important to understand that not all types of motivation are equally important. Dr. Murayama will highlight critical roles of motivation in students’ learning and study strategies. He will discuss the distinction between intrinsic motivation and extrinsic motivation and how these types of motivation have different influences on learning. By combining the use of behavioral and neuroscientific approaches, he will provide a clear picture of motivational influences on learning.

**Speaker:** Kou Murayama, PhD

**Part II: 2:30 PM – 3:30 PM**

**Learning to Choose, Choosing to Learn: The Keys to Student Motivation and Achievement** (*RP, K-College*)

This talk will highlight some of the important benefits of choice, used as a part of daily teaching and learning, for student motivation. Mike Anderson will discuss some of the important benefits of offering students choices about their learning, a process for using choice well with students, and some ideas for how you might use choice with your students.

**Speaker:** Mike Anderson, MS

**Part III: 3:30 PM – 4:15 PM**

**Motivation Matters: Applying Research on Learning Mindsets to Boost Student Motivation and Learning** (*RP, 6-College*)

Dr. Hulleman will introduce you to a framework for understanding student motivation and learning. You will learn how brief, precise interventions that target students’ learning mindsets can boost student motivation and learning outcomes. Walk away from the session with a broader understanding of the role that learning mindsets play in student motivation and learning, and a few key things you can do immediately to target students’ learning mindsets.

**Speaker:** Christopher S. Hulleman, PhD  
**Presider:** Bernard Bernardis, Principal, Colegio Ingles de Guadelajara, Jalisco, Mexico  
**Room:** America South (4th Floor)

### 4) EMPOWERING WRITING & LITERACY

**Part I: 1:30 PM – 3:30 PM**

**Executive Functions (EF) and Language Skills Associated with the Writing Process** (*RP, PreK-6*)

Writing is one of the most complex tasks from an executive function and language perspective. Language strands required for the writing process include phonology, morphology, semantics, syntax and discourse. The presenters will discuss how to tailor writing instruction to support students with different profiles of strengths and weaknesses. They will discuss critical steps of the process, reviewing where writing frequently goes wrong, and possible standardized approaches to support the writing process and make it successful for all students.

**Speakers:** Naomi J. Steiner, MD and Lisa Phillips, MS, CCC/SLP
**Part II: 3:30 PM – 4:15 PM**

**Empowering Literacy: Aligning Literacy to Human Rights, Brain Research, Learning and Community Initiatives (P, PreK-6)**

Dr. Wilson-Keenan will focus on literacy as a human right that evolved from the Universal Declaration of Human Rights that was written in 1948. She will discuss the unseen barriers that affect the achievement of low-income children and will explore teaching practices and community initiatives that align with brain research and support literacy.

**Speaker:** Jo-Anne Wilson-Keenan, EdD  
**Presider:** Jill Stamm, PhD, Clinical Associate Professor, Psychology in Education, Mary Lou Fulton College of Education, Arizona State University, AZ  
**Room:** Essex North (3rd Floor)

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**5) CREATIVE & CRITICAL THINKING**

**1:30 PM – 4:15 PM**

**Fostering Complex, Critical and Creative Thinking for the Classroom (RP, K-College)**

This session is designed for individuals who are interested in exploring six dimensions of complex thinking, the five overarching critical thinking categories and four creative thinking skills. Patti Drapeau will introduce you to a deconstructed version of the revised Bloom’s Taxonomy that leads to first and second draft thinking. She will share examples of student responses and provide you with practical tools for the classroom to improve student thinking.

**Speaker:** Patti Drapeau, MS  
**Presider:** Thomas Pound, Teacher, Mill River Union High School, North Clarendon, VT  
**Room:** Essex South/Center (3rd Floor)

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**6) CULTIVATING ETHICS & RESTORATIVE PRACTICE**

**Part I: 1:30 PM – 2:30 PM**

**Empowering Your Students to Make School Meaningful Through Values and Ethics (RP, K-12)**

In this talk, the presenters will show you tools to help you empower your students to make school meaningful. Adapted from Contextual Behavioral Science, these tools will help your students pursue their values, practice ethical behavior, and overcome barriers to social justice, such as prejudice or bullying in schools. Even if students can’t always change what school is, they can change what school means.

**Speakers:** Lauren H. Porosoff, JD and Jonathan H. Weinstein, PhD

**Part II: 2:30 PM – 3:30 PM**

**Connecting Restorative Practice and Brain Research to School Behavior and Bullying Prevention (RP, K-12)**

The context of a school is its School Climate. Student culture and behaviors develop in the context of a school’s climate. Mr. Saufler will synthesize current brain and social-psychological research in a way that will increase understanding of, and buy-in for, a Restorative Approach to school to improve student behavior and reduce bullying.

**Speaker:** Chuck Saufler, MEd

**Part III: 3:30 PM – 4:15 PM**

**Moral Tribes: Emotions, Reason and the Gap Between Us and Them (R, All Ages)**

Dr. Greene will present an overview of the new science of morality, focusing on recent work in experimental psychology and neuroscience. He will discuss how a better understanding of moral thinking can improve moral problem-solving and the respective roles of emotions and reasoning in moral decision-making. Learn how emotions and reason apply to different kinds moral problems, the problems of everyday life, and the modern problems that divide us culturally and politically.

**Speaker:** Joshua D. Greene, PhD (Book Signing from 4:15-4:30 PM)  
**Presider:** Rochelle Reodica, Director of Learning Services, San Francisco University High School, San Francisco, CA  
**Room:** America North (4th Floor)

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THINK SMART: Using Mindsets and Metacognition for Student Success
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On the campus of UCSB, Santa Barbara, CA

Workshop Leaders: Kathleen M. Kryza, MA, Master Teacher, International Educational Consultant/Coach; and Jack A. Naglieri, PhD, Research Professor, University of Virginia; Senior Research Scientist, Devereux Center for Resilient Children

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THE NEUROSCIENCE OF READING: Using Research to Understand Reading Acquisition and Disorders
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On the campus of UCSB, Santa Barbara, CA

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FEATURED SPEAKERS:

John A.C. Hattie, PhD, Director, Melbourne Education Research Institute, Graduate School of Education, University of Melbourne; Co-Director, Science of Learning Research Centre; Co-Author, Visible Learning into Action (2015) and Visible Learning and the Science of How We Learn (2014)

Daniel L. Schwartz, PhD, Dean, Stanford Graduate School of Education; Professor, Educational Technology; Director, AAALab, Stanford University; Co-Author, The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work, and When to Use Them (2016)

Kathy Hirsh-Pasek, PhD, Stanley and Debra Lefkowitz Faculty Fellow, Department of Psychology, Temple University; Senior Fellow, Brookings Institution; Author, Becoming Brilliant: What Science Tells Us About Raising Successful Children (2016) and Play = Learning (2009)

Yong Zhao, PhD, Presidential Chair and Director of the Institute for Global and Online Education, College of Education, University of Oregon; Author, Counting What Counts: Reframing Educational Outcomes (2015), Who’s Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World (2014) and World-Class Learners (2012)

EDUCATING POSITIVE AND RESILIENT MINDS

Neuroscience, Behavioral Science and Positive Psychology research has found that positive mindsets, optimism, and gratitude can improve learning and resilience and that adversity, abusive, stressful and impoverished environments can hamper brain development and learning. Discover how to apply positive psychology, mindfulness and a well-being approach to education to improve student learning, resilience and academic success. Explore how teachers can use a positive, well-being approach in their classrooms to raise child learning, optimism, resilience, self-regulation and behavior for school and life success.

FEATURED SPEAKERS:

Martin E.P. Seligman, PhD, Renowned Psychologist who is called the “Father of Positive Psychology”; Director, Positive Psychology Center, School of Arts and Sciences, University of Pennsylvania; Author, Flourish: A Visionary New Understanding of Happiness and Well-being (2012), Learned Optimism (2006), The Optimistic Child (2007) and Authentic Happiness (2004)

Tina Payne Bryson, PhD, LCSW, Psychotherapist; Executive Director, The Center for Connection; Director of Parenting Education, Mindsight Institute; Child Development Specialist, Saint Mark’s School; Co-Author of the New York Times Bestsellers, The Whole-Brain Child (2012) and No-Drama Discipline (2014)

Giacomo Bono, PhD, Adjunct Professor, California State University, Dominguez Hills; Co-Author, Making Grateful Kids: A Scientific Approach to Helping Youth Thrive (2014) and “How to Fosters Gratitude in Schools” (2012, Greater Good Science)
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Candice D. Barnes, EdD, Interim Department Chair, Elementary Literacy and Special Education, University of Central Arkansas; Co-Author, *Civility, Compassion and Courage in Schools Today* (2015) and “Compassion: How Do You Teach It?” (2015, Education and Practice)


Maya Bialik, MEd, Researcher, Center for Curriculum Redesign; Associate Director, The People’s Science; Co-Author, *Four-Dimensional Education: The Competencies Learners Need to Succeed* (2015)

Amy L. Carrier, PhD, Founder and Principal, Empowerment Through Education; Co-Founder, The Big Education Project; Former Urban Classroom Teacher

Sandra B. Chapman, PhD, Founder and Chief Director, Center for BrainHealth; Dee Wyly Distinguished Professor in Brain Health; Professor, School of Behavioral and Brain Sciences, University of Texas at Dallas; Co-Author, *Make Your Brain Smarter* (2014, Reprint Edition)


David B. Daniel, PhD, Professor of Psychology, James Madison University; Former Managing Editor, *Mind, Brain and Education Journal*; Winner of the 2013 Transforming Education Through Neuroscience Award; Co-Author, “Promising Principles: Translating the Science of Learning to Educational Practice” (2012, *Journal of Applied Research in Memory and Cognition*)

Patti Drapeau, MS, Consultant, Maine Department of Education; Part-time Faculty, University of Southern Maine; Author, *Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving* (2014) and *Differentiated Instruction* (2004)

Shira Eve Epstein, EdD, Associate Professor of Secondary Education, City College of New York (CUNY); Author, *Teaching Civic Literacy Projects: Student Engagement with Social Problems* (2014)

Jennifer Fee, MS, K-12 Program Manager, Cornell Lab of Ornithology, Cornell University; Developer, BirdSleuth curriculum; Co-Author, *Citizen Science: 15 Lessons That Bring Biology to Life* (2013, NSTA Press)


John D.E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Co-Director, Clinical Research Center; Associate Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; Co-Author, “Prediction as a Humanitarian and Pragmatic Contribution from Human Cognitive Neuroscience” (2015, *Neuron Review*) and “Relation of White-Matter Microstructure to Reading Ability and Disability in Beginning Readers” (2016, *Neuropsychology*)

Jacquelyn F. Gamino, PhD, Assistant Research Professor; Director, Adolescent Reasoning Initiative, Center for BrainHealth, The University of Texas at Dallas; Co-Author, “Higher Order Strategic Gist Reasoning in Adolescence” (2011, *The Adolescent Brain*)


Laura Germine, PhD, Director, The Many Brains Project; Director, Laboratory for Brain and Cognitive Health Technology, McLean Hospital; Faculty Member, Department of Psychiatry, Harvard Medical School; Founder/Developer of TestMyBrain.org, a citizen science project that contributes to brain research

Joshua D. Greene, PhD, Director, Moral Cognition Laboratory; Professor of Psychology; Faculty, Center for Brain Science, Harvard University; Author, “The Rise of Moral Cognition” (2014, *Cognition*) and *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (2013)

Mengjiao (Kari) Guo, PhD Candidate, Interdisciplinary Studies in Human Development, Graduate School of Education, University of Pennsylvania


Christopher S. Hulleman, PhD, Research Associate Professor, Department of Educational Leadership, Policy and Foundation, Curry School of Education, University of Virginia; Co-Director, Motivation Research Institute; Adjunct Faculty, Department of Graduate Psychology, James Madison University; Fellow, Carnegie Foundation for the Advancement of Teaching; Co-Author, “Making Connections: Replicating and Extending the Utility Value Intervention in the Classroom” (2016, *Journal of Educational Psychology*) and “Motivation Interventions in Education: A Meta-analysis” (2015, *Review of Educational Research*)

Sara K. Johnson, PhD, Research Assistant Professor, Eliot-Pearson Department of Child Study and Human Development; Post-Doctoral Associate, Institute for Applied Research in Youth Development, Tufts University; Co-Author, “The Study of the Development of Civic Engagement Within Contemporary Developmental Science” (2015, *Research in Human Development*)

Ian Kelleher, PhD, Head of Research, Center for Transformative Teaching and Learning, St. Andrew's School; Co-Author, *Neuroteach: Brain Science and the Future of Education* (2016); Co-Editor of “Think Differently and Deeply” (2013, *CTTL Journal*)

Leslie E. Laud, EdD, Founding Director, thinkSRSD; Lecturer, Reading Specialist Program, Massachusetts General Hospital, Harvard Medical School; Co-Author, “Empowering Students to Write” (2015, *Association for Middle Level Educators Magazine*) and “Bring Powerful Writing Strategies Into Your Classroom” (2013, *The Reading Teacher*)

Chris Lehmann, MA, Founding Principal, Science Leadership Academy; Co-Author, *Building School 2.0: How to Create the Schools We Need* (2015); Co-Editor, *What School Leaders Need to Know About Digital Technologies and Social Media* (2011)
Meira Levinson, DPhil, Associate Professor of Education, Harvard Graduate School of Education; Associate Member, Nuffield College, Oxford University; Team Member, Justice in Schools Project; Author, “Action Civics in the Classroom” (2014, Social Education), No Citizen Left Behind (2012) and The Demands of Liberal Education (2002); Co-Editor, Making Civics Count (2012)


Lisa K. Lobel, PhD, Environmental Biologist; Assistant Professor of Biology, Department of Math and Science, Wheelock College; Visiting Researcher, Biology Department, Boston University; Served as Director of the Colleges of the Fenway Center for Sustainability and the Environment from 2013 – 2015; Co-Author, “Using Citizen Science to Engage Introductory Students: From Streams to Solar System” (2016, Journal of Microbiology and Biology Education)

Bronwyn MacFarlane, PhD, Professor, Department of Educational Leadership and Teacher Education, University of Arkansas at Little Rock; Chair-Elect of the STEM Network; Co-Author, STEM Education for High-Ability Learners (2016)

Benjamin Mardell, PhD, Professor; Director, Early Childhood Education Program, Graduate School of Education, Lesley College; Project Director, Children Are Citizens Project, Project Zero, Harvard Graduate School of Education; Co-Author, “Engaging City Hall: Children as Citizens” (2014, New Educator) and Visible Learners: Promoting Reggio-Inspired Approaches in All Schools (2013)

Michael J. Middleton, PhD, Klara and Larry Silverstein Dean, Hunter College School of Education; Former Dean, College of Education and Human Development, University of Massachusetts-Boston; Co-Author, Motivation to Learn: Transforming Classroom Culture to Support Student Achievement (2014) and “Navigating the Classroom Current” (2014, Motivation Matters, Educational Leadership)

Dana L. Mitra, PhD, Associate Professor of Education; Director, Willower Center for Ethics and Leadership, College of Education, Pennsylvania State University; Founding Editor, International Journal of Student Voice; Author, Student Voice in School Reform (2008); Co-Author, Civic Education in the Elementary Grades (2015)

Kou Murayama, PhD, Neuroscientist; Director, Motivation Laboratory; Associate Professor, School of Psychology and Clinical Language Sciences, University of Reading; Co-Author, “Why Children Differ in Motivation to Learn” (2015, Personality and Individual Differences) and “How Self-Determined Choice Facilitates Performance” (2014, Cerebral Cortex)

Michael J. Nakkula, EdD, Chair, Applied Psychology and Human Development Division, Graduate School of Education, University of Pennsylvania; Director, “Inventing the Future” Project; Co-Author, “Motivation, Engagement and Student Voice” (2012, Jobs For the Future)

Lisa Phillips, MS, CCC/SLP, Speech and Language Pathologist; Founder, Phillips Speech and Language Therapy


K. Ann Renninger, PhD, Dorwin P. Cartwright Professor of Social Theory and Social Action; Chair, Department of Educational Studies, Swarthmore College; Co-Editor, The Power of Interest for Motivation and Learning (2015); Co-Editor, Interest in Math and Science Learning (2016) and The Role of Interest in Learning and Development (1992) and “Interest in Writing: How Teachers Can Make a Difference” (2007, The English Journal)

Chuck Saufler, MEd, Lead Trainer, Safe Schools for All; Former Consultant/Trainer, Restorative Justice Projects for the Mid-Coast; Former Adjunct Faculty, Maine Law and Civics Education, School of Law, University of Southern Maine; Charter Member, International Bullying Prevention Association; Researcher, Youth Voice Project

Michael A. Soskil, MS, Elementary Head Teacher who has engaged his students in global causes, such as providing filters for clean drinking water to children in the slums of Nairobi and fighting child labor in India and Africa; 2016 Global Teacher Prize Top 10 Finalist; 2014 Discovery Education Network STAR Educator; Recipient of 2013 U.S. Presidential Award for Excellence in Math and Science Teaching

Naomi J. Steiner, MD, Developmental Behavioral Pediatrician; Director of Training, Developmental Behavioral Pediatrics, Boston Medical Center, Boston University


Andrew C. Watson, MEd, Founder and President, Translate the Brain; Former Dean of Faculty, The Loomis Chaffee School; Named “2011 Teacher of the Year” by Loomis Chaffee Student Council


Jonathan H. Weinstein, PhD, Clinical Psychologist; Assistant Professor of Psychiatry and Behavioral Sciences, New York Medical College; Co-Author, EMPOWER Your Students: Teaching Them How to Make School Meaningful (2016)

Kristin B. Wendell, PhD, Assistant Professor, Department of Mechanical Engineering; Adjunct Assistant Professor, Department of Education, School of Arts and Sciences, Tufts University; Co-Author, Engaging Young Engineers: Teaching Problem Solving Skills Through STEM (2015)

Joel Westheimer, PhD, University Research Chair in Democracy and Education, University of Ottawa; Co-Director, “The Inequality” Project; Education Columnist, CBC Radio; Author, What Kind of Citizen? Educating Our Children for the Common Good (2015)

Glenn Whitman, MALS, Director, Center for Transformative Teaching and Learning; Director, “American Century Oral History” Project, St. Andrew’s School; Co-Author, Neuroteach: Brain Science and the Future of Education (2016); Co-Editor of “Think Differently and Deeply” (2013, CTTL Journal)


Liane Young, PhD, Associate Professor, Department of Psychology; Principal Investigator, Morality Lab, Boston College; Co-Author, “How the Mind Matters for Morality” (2015, American Journal of Bioethics Neuroscience)

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**Description:** Devereux Advanced Behavioral Health provides special education and treatment for children, adolescents and young adults with severe emotional and behavioral needs, including autism spectrum disorders.

**ENGAGEMENT LAB, EMERSON COLLEGE**
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**Description:** The Engagement Lab is an applied research and design lab dedicated to reimagining civic engagement for a digital culture. We find new ways for communities to bring their voice forward, and new ways for institutions to respond. We work with partners to co-design solutions to the most pressing problems in democracy and governance, including participation gaps, gender or racial discrimination, lack of basic media literacies, youth exclusion, and gaps in public health practices. The Lab ranges from basic research about play and learning to specific program evaluations, and its research/practice is influenced by the fields of media studies, communications, human-centered design, and cultural studies.

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Massachusetts Social-Emotional Learning and Teacher Education Consortium (SEL-TEd) and Social-Emotional Learning Alliance for Massachusetts (SEL4MA)
6 Hillside Terrace, Belmont, MA 02478
Email: deborah@seltedconsortium.com Web: seltedconsortium.com
Description: The Social-Emotional Learning Alliance for Massachusetts (SEL4MA) is a group of 1,000 individuals and 25 SEL Providers who work for schools, hospitals, associations, businesses and nonprofits that care deeply about introducing social-emotional learning (SEL) into our schools and communities as a long-term education plan to improve academics and reduce violence and addictions in our communities. The Massachusetts Social-Emotional Learning and Teacher Education Consortium (SEL-TEd) was created in the spring of 2011, when Massachusetts’ SEL Guidelines were in the process of being created at the Department of Elementary and Secondary Education (DESE). The consortium includes teacher educators from a range of college/university-based pre-service educator programs in Massachusetts. The overarching goal of this group, as a branch of the Social-Emotional Learning Alliance of Massachusetts, is to advocate for substantive, systematic integration of SEL research and practice into college/university-based educator preparation programs in the state.

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88 East Main Street, Suite 212H, Mendham, NJ 07945
Phone: (973) 348-9462 Email: monica.osgood@profectum.org Web: profectum.org
Description: Profectum Foundation is dedicated to advancing the development of all children, adolescents and adults with autism and special needs. It is our goal to increase the number of practitioners helping those individuals and families through various training programs and conferences around the world.

“Civics and Social Change” Games Lab
Take this opportunity to experience some of the latest, cutting-edge video and internet games being used to teach students about citizenship, civic engagement, social and environmental change and community involvement in the “Civics and Social Change” Games Lab. Try out these games for fun during the coffee and exhibition hall breaks. Co-Sponsored by Learning & the Brain®, Engagement Lab, Emerson College & iCivics.
Location: American Ballroom Foyer (4th Floor)
CONTINUING EDUCATION CREDIT INFORMATION

Please read the following information regarding CE requirements:

Certificates of attendance are suitable for use to meet professional development requirements for educators and clinicians. Attendees can earn 16 contact hours of credit by attending the three-day conference. An additional 4 hours of credit are available for educators and some clinicians for attending pre-conference workshops for a total of 20 hours. The conference is 16 contact hours = 1.6 CEU or 16 PDPs and CEs.

In order to receive any professional development credits, you must do three things at the conference: 1) sign-in on your first day of the conference when you do check-in registration, 2) sign-out on the last day of the conference, and 3) fill out the evaluation/learning outcomes questionnaire in your program book on pages 35-36 and leave the form at the conference registration desk on your last day at the conference. Certificates will be emailed to you four weeks after the conference. Speech-Language Pathologists must fill out the evaluation form on the following page and must pick up the appropriate ASHA participation form(s) at the Help/Information Desk and must sign in and out of the conference each day. Psychologists and School Psychologists must pick up an APA evaluation form at the Help/Information Desk and must sign in on the first day and sign out on the last day of the conference. You can also receive additional credits by writing a paper on how you applied what you learned. For more details and questions, contact the CE Director, Kristin Dunay, at (781) 449-4010 ext. 104.

CEUs - Speech/Language Pathologists and Audiologists:

SLP participants will be able to:

• Discuss the science of student empowerment and intrinsic motivation
• Link engaged learning, purpose and service to achievement
• Show how students can become global, civic and community innovators
• Apply real-world problem solving, inquiry and critical thinking
• Demonstrate ways for students to use their voices to enact change
• Show how to promote excellence, ethics, character, civility and collaborations
• Show ways in which students have choices, interest and ownership in learning
• Describe civic education, community service and citizen science
• Show students how to become critical, reflective and ethical thinkers
• Integrate deeper thinking strategies in reading, writing and STEM learning
• Link brain research to conflict resolution and restorative justice

Course Information: This program is offered for 1.6 CEUs (Intermediate level; Professional area) and the pre-conference workshops for 0.4 CEUS (Intermediate level; Professional area).

CERs - Credits for Psychologists and School Psychologists

Public Information Resources, Inc. (PIRI) is approved by the American Psychological Association to offer continuing education for psychologists. PIRI maintains responsibility for the program. Psychologists and school psychologists must complete a special APA approved evaluation form in order to receive credits.

Certificate of Attendance for Educators - CEUs, PDPs, PLUs, CEs

PIRI is able to provide credits that qualify for the education departments in most states and are accepted by most districts. You may wish to check whether your state’s Department of Education requires special approved provider status. PIRI is a specifically approved provider in the Departments of Education in the states of CT, IL, TX, GA and MN.

Credits for School Social Workers

Public Information Resources, Inc., is approved for 16 or 20 Category I credits to social workers through the National Association of Social Workers (NASW) collaborative through Boston College and Simmons College Schools of Social Work.

Credits for Education Therapists:

Public Information Resources, Inc. is approved to provide continuing education credits for Education Therapists through The Association of Educational Therapists (AET).
Please take a moment to let us know your level of satisfaction with the November 2016 LEARNING & the BRAIN® Conference. This form will also help verify your credit hours. Certificates of Attendance will be emailed to you 3 to 4 weeks after the conference. Please drop this form in the evaluation box at the registration area and sign out as you leave the conference.

**Name:** ___________________________  **Email:** ___________________________

Please enter your EIN#(CT), ASHA ID# or SW# if applicable ___________________________

Please rate all the following from 1 to 10 (with 10=Excellent, 5=Average, and 1=Poor)

<table>
<thead>
<tr>
<th>Thursday, November 17: Pre-Conference Workshops (8:15 AM – 12:15 PM)</th>
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<tbody>
<tr>
<td>Please check the workshop you attended:</td>
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<tr>
<td>☐ Teaching Digital &amp; Civic Citizens</td>
<td>☐ Student Empowerment</td>
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<tr>
<td>☐ Teaching Teenage Brains</td>
<td>☐ Science of Reading</td>
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**PLEASE RATE:**

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<th></th>
<th>PART I:</th>
<th>PART II:</th>
<th>COMMENTS</th>
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<td>1. Quality of Instruction/Teaching</td>
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<td>2. Instructor Knowledge/Expertise</td>
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<td>5. Visual Aids, Material Were Helpful</td>
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<tr>
<th>Thursday, November 17: Opening Keynote Addresses (1:00 PM – 5:15 PM)</th>
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<thead>
<tr>
<th></th>
<th>T. WAGNER, PHD</th>
<th>S. CHAPMAN, PHD</th>
<th>R. BERGER, MED</th>
<th>M. PRICE-MITCHELL, PHD</th>
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<tr>
<th>Friday, November 18: Morning Keynote Addresses (8:30 AM – 12:30 PM)</th>
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**PLEASE RATE EACH SPEAKER:**

<table>
<thead>
<tr>
<th></th>
<th>J. WESTHEIMER, PHD</th>
<th>C. LEHMANN, MA</th>
<th>H. GARDNER, PHD</th>
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<tbody>
<tr>
<td>1. Quality of Instruction/Teaching</td>
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<tr>
<th>Friday, November 18: Afternoon Concurrent Sessions “A” (1:45 PM – 3:50 PM)</th>
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**Please check the session you attended:**

<table>
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<tr>
<th></th>
<th>Engaged Students &amp; Schools</th>
<th>Engaged 21st Century Youth</th>
<th>Empowering Civic Learning</th>
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</thead>
<tbody>
<tr>
<td>☐ Motivation, Voice &amp; Purpose</td>
<td>☐ Empowering Writing &amp; Literacy</td>
<td>☐ Citizen Science</td>
<td>☐ Cultivating Moral Behavior</td>
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**PLEASE RATE EACH SPEAKER:**

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<th>PART I:</th>
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<th>PART III:</th>
<th>PART IV:</th>
<th>COMMENTS</th>
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<tr>
<th>Friday, November 18: Afternoon Concurrent Sessions “B” (4:00 PM – 5:15 PM)</th>
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**Please check the session you attended:**

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<th>Engaged Students &amp; Schools</th>
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<th>Empowering Civic Learning</th>
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</thead>
<tbody>
<tr>
<td>☐ Motivation &amp; Student Voice</td>
<td>☐ Empowering Interest &amp; Writing</td>
<td>☐ Citizen Science</td>
<td>☐ Cultivating Civility &amp; Change</td>
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**PLEASE RATE EACH SPEAKER:**

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(CONTINUED ON NEXT SIDE)
Saturday, November 19: Morning Keynote Address (8:30 AM – 12:20 PM)

PLEASE RATE: D. LEVITIN PHD   Z. WEIL, MA, MTS   G. WHITMAN, MALs AND I. KELLEHER, PHD
1. Quality of Instruction/Teaching ____________________________ ____________________________ ____________________________
2. Instructor Knowledge/Expertise ____________________________ ____________________________ ____________________________
3. New Knowledge/Skills Acquired ____________________________ ____________________________ ____________________________
4. Content Met My Needs/Objectives ____________________________ ____________________________ ____________________________
5. Visual Aids, Material Were Helpful ____________________________ ____________________________ ____________________________

Saturday, November 19: Afternoon Concurrent Sessions “C” (1:30 PM – 4:15 PM)

Please check the session you attended:
☐ Engaging Global Citizens   ☐ Engaged Youth & Community Service   ☐ Motivation, Mindsets & Choice
☐ Empowering Writing & Literacy   ☐ Creative & Critical Thinking   ☐ Cultivating Ethics & Restorative Justice

PLEASE RATE: PART I: ________ ________ ________ ADDITIONAL COMMENTS: ____________________________
1. Quality of Instruction/Teaching ____________________________ ____________________________ ____________________________
2. Instructor Knowledge/Expertise ____________________________ ____________________________ ____________________________
3. New Knowledge/Skills Acquired ____________________________ ____________________________ ____________________________
4. Content Met My Needs/Objectives ____________________________ ____________________________ ____________________________
5. Visual Aids, Material Were Helpful ____________________________ ____________________________ ____________________________

Conference Location/Staff

PLEASE RATE: ADDITIONAL COMMENTS
1. Enrollment Smooth & Efficient ____________________________
2. Staff Responsive & Helpful ____________________________
3. Quality of Facilities Adequate ____________________________
4. Rate Conference Overall ____________________________

Please list the top three improvements you would make to the conference:
1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________

Learning Outcome Questionnaire

Please indicate whether the program met the learning/educational objectives of your personal, teaching, district, or clinical goals to improve learning, teaching or interventions.

Rate 1–10 (10=Strongly agree).
1. Program provided knowledge and strategies for teaching student engagement and empowerment skills. _________
2. Program provided knowledge, ideas and strategies for civic education and real-world problem solving. _________
3. Program met objective or goals of incorporating ethics, civility, purpose, community and global learning. _________

What changes to instruction, curriculum or intervention do you think you might make based on what you learned from this conference, and how will it improve students’ civic, citizenship, community and problem solving skills? __________________________________________________________
_________________________________________________________________________________________________________________

What (other) speakers or topics would you recommend for the LEARNING & the BRAIN® conference series ________________________________
_________________________________________________________________________________________________________________

Needs Assessment: Please fill out to help us in planning future conferences.

Area of work: ☐ Primary School   ☐ Middle School   ☐ High School   ☐ College/University   ☐ Clinical   ☐ Other _____________

Topics: ☐ Research-Based Strategies   ☐ Classroom Practice   ☐ Stress/Anxiety   ☐ LD   ☐ Reading/Dyslexia
☐ Self-regulation   ☐ Teen Development   ☐ ADHD   ☐ Speech/Language   ☐ Early Childhood
☐ Autism   ☐ Social/Emotional   ☐ Stress/Resilience   ☐ Adult Learning   ☐ Mood/Bipolar

Please indicate the type of credits you need to receive:
☐ Education   ☐ Speech-Language Pathologist   ☐ Generic Certificate   ☐ Social Worker ________   ☐ Other ______________
LEARNING & the BRAIN® is pleased to announce three new compilations containing audio files and synchronized slides from past L&B conference lectures!

- The Science of Imagination
- The Science of Character
- The Science of Mindsets

Learn from a distinguished faculty of presenters about the latest and most fascinating aspects of the learning sciences. Explore the latest research and discover how to use neuroscience to improve learning. Lectures have been specially assembled from previous LEARNING & the BRAIN® conferences and arranged by topic with hours of exclusive content.

$59 each ($49 if purchased at the November LEARNING & the BRAIN® Conference).

Supplies are limited; order today

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