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**THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS**

**JUNE 28 - JULY 1 or JULY 12 - 15**

At the Boston Park Plaza, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Assistant Clinical Professor of Psychology, Harvard Medical School

**THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES: DEVELOPING INTERVENTIONS TO HELP STUDENTS**

**JULY 5 - 8**

At the Boston Park Plaza, Boston, MA

Workshop Leader: Steven G. Feifer, DEd, NCSP, ABSNP, Neuropsychologist; 2009 National School Psychologist of the Year

**THINK SMART: COGNITIVE CLASSROOM STRATEGIES THAT SUPPORT STUDENT SUCCESS**

**JULY 11 - 15**

At the University of California, 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

**NEUROSCIENCE AND CLASSROOM ENGAGEMENT: STRATEGIES FOR MAXIMIZING STUDENTS’ ATTENTION, FOCUS AND POTENTIAL**

**JULY 18 - 22**

At the University of California, Santa Barbara, CA

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist and Former Teacher

**THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS**

**JULY 25 - 28**

At the Massachusetts Institute of Technology, Cambridge, MA

Workshop Leader: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences, Massachusetts Institute of Technology

**NEUROSCIENCE AND EXECUTIVE SKILLS: STRATEGIES FOR EXECUTIVE FUNCTIONS, MEMORY AND CLASSROOM LEARNING**

**JULY 25 - 29**

At the University of California, Santa Barbara, CA

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist and Former Teacher

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CULTIVATING CHILDHOOD IMAGINATION IN SCHOOLS

In an age of standardized testing, the most important elements for learning have been overlooked or discarded: the desire and passion to learn in the first place through children’s imagination, curiosity and creativity. Researchers in cognitive neuroscience and psychology have shown that imagination, play, creativity and curiosity are essential for learning. Some researchers have also found that reading imaginative fiction, such as the Harry Potter series, can improve reading, empathy and creativity.

Discover the importance of curiosity, creativity, fantasy fiction, pretend play and the passion for learning, ways to develop these skills in students, and how to transform and re-imagine our schools and colleges for the 21st Century.

LEARNING OBJECTIVES

You will gain knowledge about:

✓ The science of childhood imagination
✓ Ways to integrate creativity and the arts in classrooms
✓ Teaching strategies to foster imagination and exploration
✓ Incorporating making, designing and personalized learning
✓ Applying brain research to enhance creativity and curiosity
✓ Benefits of reading imaginative fiction on reading and empathy
✓ Connecting curiosity, creativity, emotions and executive skills
✓ Promoting passion and imaginative, pretend play in learning
✓ Development of magical beliefs and thinking in childhood
✓ Re-imagining and re-designing schools for the 21st Century
✓ Ways to engage math, science and STEM learning

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National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
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Preschool Teachers and Administrators
Learning Specialists and Special Educators
Psychologists, Clinicians and Social Workers
Reading, Language, Math and Science Educators
Art, Drama, Literature and Writing Teachers
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- Putting Curiosity Back in Our Schools
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- Pursuing a Passion for Learning
- Brains, Arts and Aesthetics
- Creating Curiosity and Collaboration
- Transforming and Redesigning Schools
- Benefits of Imagination on Self-Control
- Creating Makers, Designers and Innovators
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THE SCIENCE OF IMAGINATION:
CULTIVATING CURIOSITY AND CREATIVITY IN OUR SCHOOLS

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APRIL 7-9, 2016

Pre-Conference Workshops: April 7
Early Discount Deadline: FEBRUARY 10, 2016
THE SCIENCE OF IMAGINATION: TRANSFORMING OUR SCHOOLS

Creative, Imaginative Schools
Sir Ken Robinson, PhD, Internationally recognized authority in creativity and innovation in education and one of the world’s leading speakers, whose videos of his famous talks to the prestigious TED Conference are the most viewed in the history of the organization and have been seen by an estimated 300 million people in over 150 countries; New York Times bestselling author of several books, including Creative Schools: The Grassroots Revolution That’s Transforming Education (2015), Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life (2013) and Out of Our Minds: Learning to Be Creative (2011, 2nd Edition)

Imagination: A Critical Key to Learning
Scott Barry Kaufman, PhD, Cognitive Scientist; Scientific Director, Imagination Institute, Positive Psychology Center, University of Pennsylvania; Creator, Psychology Podcast; Blogger, “Beautiful Minds” at Psychology Today; Associate Editor, The International Journal of Creativity and Problem Solving; Author, Ungifted: Intelligence Redefined (2013); Co-Author, Wired to Create: Unraveling the Mysteries of the Creative Mind (2015), The Philosophy of Creativity (2014) and Complexity of Greatness: Beyond Talents or Practice (2013)

Uncommon Learning: Putting Passion, Imagination and Curiosity Back into Schools
Eric C. Sheninger, MEd, Senior Fellow, International Center for Leadership in Education; Award-winning Principal at New Milford High School; Google Certified Teacher; Author, Uncommon Learning: Creating Schools That Work for Kids (2015) and Digital Leadership (2014)

The Science of Trust and Imagination

The Power of Imagination and Harry Potter: Engaging Students in the Classroom
Catherine L. Belcher, PhD, Head of Secondary School, Larchmont Charter School; Member, Board of Directors, Ignite Dance Workshop; Co-Author, Teaching Harry Potter: The Power of Imagination in Multicultural Classrooms (2013)

Imagining the Impossible: The Development of Children’s Magical Beliefs
Karl S. Rosengren, PhD, Professor, Department of Psychology, University of Wisconsin-Madison; Author, “Magical Thinking” (2013, The Oxford Handbook of the Development of Imagination) and “Discovering Magic” (2007, Psychology of Harry Potter)

Art and Imagination Make the Human Brain Human
Alexander A. Schlegel, PhD, Sage Junior Fellow, Brain and Psychological Sciences, University of California, Santa Barbara; Co-Author, “The Artist Emerges” (2014, NeuroImage) and “Network Structure and Dynamics of the Mental Workspace” (2013, PNAS)

THE SCIENCE OF CREATIVITY: CULTIVATING CREATIVE, ARTISTIC MINDS

The Creative Brain
Kenneth M. Heilman, MD, James E. Rooks Jr. Distinguished Professor of Neurology, College of Medicine, University of Florida; Author, “Visual Artistic Creativity and the Brain” (2013, Progress in Brain Research) and Creativity and the Brain (2005)

The Power of Negative Emotions and Creativity
Todd B. Kashdan, PhD, Senior Scientist, Center for the Advancement of Well-Being, George Mason University; Author, The Power of Negative Emotions (2015) and Curious? (2010); Co-Author, “Facilitating Creativity by Regulating Curiosity” (2002, American Psychologist)

Inspiring a Generation to Create: Critical Components of Creativity
Helen S. Hadani, PhD, Developmental Psychologist; Head of Research, Center for Childhood Creativity; Former Instructor, University of California, Davis and San Francisco State University; Former Product Developer for Hasbro, Apple and Leapfrog

The New Science of Creativity and Imagination: Educational Implications
Mark A. Runco, PhD, Cognitive Psychologist; E. Paul Torrance Professor of Creativity Studies, University of Georgia; Distinguished Research Fellow, American Institute for Behavioral Research and Technology; Founder, Creativity Testing Services; Author, The New Science of Creativity (Forthcoming)

Cultivating and Fostering Creativity in the Classroom
Bonnie L. Cramond, PhD, Professor, Department of Educational Psychology, University of Georgia; Director, Torrance Center for Creativity and Talent Development; Member, Board of Directors, National Association for Gifted Children; Author, “Discovering Creative Thinking Process Skills: A Win-Win for Children” (2015, Parenting for High Potential)

The Aesthetic Brain: Experiencing Beauty and Art
Anjan Chatterjee, MD, FAAN, Director, ChatLab, Center for Cognitive Neuroscience; Eliot Professor and Chief of Neurology, Department of Neurology, Perelman School of Medicine, University of Pennsylvania; Author, The Aesthetic Brain: How We Evolved to Desire Beauty and Enjoy Art (2015) and “Where There Be Dragons: Finding the Edges of Neuroaesthetics” (2011, Aesthetics)

The Learning Sciences: The Arts and Creativity
Mariale M. Hardiman, EdD, Co-Founder/Director, Neuro-Education Initiative (NEI); Professor of Clinical Education, School of Education, Johns Hopkins University; Author, The Brain-Targeted Teaching Model for 21st Century Schools (2012); Co-Author, “The Effects of Arts Integration on Long-term Retention of Content” (2014, Mind, Brain and Education)
PROMOTING LEARNING THROUGH PLAY, PASSION AND CURIOSITY

What Harry (Potter) Didn’t Know: How Curiosity Develops in Children

Playful Minds: The Cognitive-Emotional Connections of Creativity, Fantasy and Pretend Play
Sandra W. Russ, PhD, Distinguished University Professor of Psychology, Case Western Reserve University; Author, Pretend Play in Childhood (2014); Co-Author, “Pretend Play, Creativity and Emotion Regulation in Children” (2012, Psychology of Aesthetics, Creativity and the Arts)

The Science of Learning Through Play
Deena S. Weisberg, PhD, Senior Fellow, Department of Psychology; Director, Cognition and Development Lab, Institute for Research in Cognitive Science, University of Pennsylvania; Co-Author, “Pretend Play, Creativity and Emotion Regulation in Children” (2012, Psychology of Aesthetics, Creativity and the Arts) and “Shovel and Swords: How Realistic and Fantastical Themes Affect Word Learning” (2015, Cognitive Development) and “Making Play Work for Education” (2015, Phi Delta Kappa)

Brain States of Curiosity: Why Being Curious Energizes the Brain for Learning and Memory
Matthias J. Gruber, PhD, Researcher, Dynamic Memory Lab, Center for Neuroscience, University of California, Davis; Co-Author, “States of Curiosity Modulate Hippocampus-Dependent Learning via the Dopaminergic Circuit” (2014, Neuron)

The Radical Power of Curiosity: How Embracing Impulsivity, Risk and Ambiguity Can Foster Lifelong Learning
Erik Shonstrom, MFA, Assistant Professor, Champlain College; Author, Wild Curiosity: How to Unleash Creativity and Encourage Lifelong Wondering (2015) and “How Can Teachers Foster Curiosity?” (2014, Education Week)

Curiosityville: Combining Play, Imaginary Worlds and 21st Century Skills
Susan H. Magsamen, MAS, Director of Interdisciplinary Partnerships, Brain Science Institute, Johns Hopkins University School of Medicine; Co-Founder, Neuro-Education Initiative, Johns Hopkins University School of Education; Senior Vice President of Early Learning, Houghton Mifflin Harcourt; Co-Founder/President of Advisory Board, Ultimate Block Party; Author, The Classic Treasury of Childhood Wonders (2010); Founder/CEO of Curiosityville, a personalized digital learning world for children ages 3-8 and their families

ENHANCING MOTIVATION AND SELF-CONTROL WITH IMAGINATION

More than Ability: Gifted Learners and Self-Regulation
Richard M. Cash, EdD, International Speaker and Educator; Co-Director, Lakeshore Players Children's Theater Company; Former Director of Gifted Programs; Author, Advancing Differentiation: Thinking and Learning for the 21st Century (2010); Co-Author, Differentiation for Gifted Learners: Going Beyond the Basics (2013)

How Imaginative Play Is Related to Cognitive Development and Emotion Regulation

Epistemic Curiosity: Its Role in Self-Directed Learning, Creativity and Problem Solving
Jordan A. Litman, PhD, Visiting Research Scientist, Institute of Human and Machine Cognition; Associate Professor of Psychology, University of Maine at Machias; Co-Author, “Epistemic Curiosity and Self-Regulation” (2015, Personality and Individual Differences); Author, “Curiosity and the Pleasures of Learning” (2005, Cognition and Emotion)

Developing a Better Brain Through the Integration of Motivation, Creativity and Executive Functions
George McCloskey, PhD, Professor and Director, School Psychology Research, Department of Psychology, Philadelphia College of Osteopathic Medicine; Lead Author, Assessment and Intervention for Executive Function Difficulties (2009); Co-Author, Essentials of Executive Functions Assessment (2012)

For more information, visit LearningAndTheBrain.com. Also follow us on Twitter and Facebook.
ENGAGING STEM SKILLS THROUGH MAKING, DESIGNING AND MAGIC

Engaging the Brain: STEM Education that Works for Kids
John T. Almarode, PhD, Department Head and Assistant Professor, Educational Foundations and Exceptionalities, College of Education, James Madison University; Co-Author, Engaged Instruction: Thriving Classrooms in the Age of the Common Core (2014), Captivate, Activate, and Invigorate the Student Brain in Science and Math (2013) and Dylan Discovers His Brain (2010)

Igniting Student Excitement in Science Through the Magic of Harry Potter
Alan J. McCormack, PhD, Emeritus Professor of Science Education, San Diego State University, who incorporates Harry Potter and magic into science education; Past President, National Science Teachers Association

Teaching Mathematics Through the Magic of Harry Potter
Betsy J. McShea, PhD, Associate Professor of Developmental Mathematics; and Judith Vogel, PhD, Associate Professor of Mathematics, Stockton College of New Jersey; Co-Authors, “Harry Potter and the Magic of Mathematics” (2005, Mathematics Teaching in the Classroom)

Why Today’s Education Needs the Maker Movement (and What You Can Do About It)
Betty Ray, BA, Director of Programming and Innovation, Edutopia, The George Lucas Educational Foundation, who teaches courses in creativity, design thinking and in the makerspace movement

IMPROVING READING SKILLS THROUGH FANTASY, FICTION AND HEROES

Using Fiction to Teach Facts: The Psychology of Superheroes and Hogwarts
Robin S. Rosenberg, PhD, ABPP, Clinical Psychologist; Assistant Clinical Professor, University of California, San Francisco; Blogger, Psychology Today; Fellow of the American Academy of Clinical Psychology; Editor, The Psychology of Superheroes (2008); Author, “What Do Students Learn at Hogwarts Classes?” (2007, The Psychology of Harry Potter)

Harry Potter and the Activity in the Brain
Leila Wehbe, PhD, Postdoctoral Researcher, Helen Wills Neuroscience Institute, University of California, Berkeley; Reading Researcher who scanned people reading the book, Harry Potter and the Sorcerer’s Stone, to identify what different brain regions do when you read about action and characters; Co-Author, “Simultaneously Uncovering the Patterns of Brain Regions Involved in Different Story Reading Sub-processes” (2014, PLOS ONE)

Developing Vocabulary and Language with Kinesthetic Learning Activities
Katherine McKnight, PhD, Med, Educator and Consultant; Author, Common Core Literacy for ELA, History/Social Studies and the Humanities (2014); Co-Author, The Second City Guide to Improv in the Classroom: Using Improvisation to Teach Skills and Boost Learning (2008)

Bridging Creativity and Literature with Brain Science
Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Chair and Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, University of California, Santa Barbara; Author, Outsmarting Alzheimer’s: What You Can Do to Reduce Your Risk (2015)

Reading Fiction, Reading Minds
Emanuele Castano, PhD, Professor and Chair, Department of Psychology, New School for Social Research, whose work on the impact of reading literary fiction on mentalization, published in Science in 2013, received worldwide media attention and ignited a debate on the role of humanities in our society; Co-Author, “Reading Literary Fiction Improves Theory of Mind” (2013, Science)

SPECIAL EVENTS

“MEETING OF THE MINDS” RECEPTION
THURSDAY, April 7, 2016 from 5:45 PM - 6:45 PM — Free and Open to All Attendees
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PRE-CONFERENCE WORKSHOPS

THURSDAY, APRIL 7   8:30 AM–12:30 PM
(Cost: $169 per person. By advance registration only. Select one of six. Add $25 fee if you are not attending the conference.)

1. Guiding Students to Build Brains for Creative and Cognitive Success
Dr. Willis will provide you with strategies to help students engage in learning by actively using several skill sets designed to activate their developing brain networks of judgment, analysis, reasoning and cognitive flexibility. These skills will prepare students to reach their highest cognitive, social and emotional potentials. Learn how to help students succeed in the face of unpredictable problems, use cognitive flexibility and creativity with new knowledge, and become problem solvers and innovators for the 21st Century.

   Judy A. Willis, MD, MEd, Board-Certified Neurologist; Former Teacher; Author, Inspiring Middle School Minds: Gifted, Creative and Challenging (2009); and Malana Willis, MEd, Former Elementary School Teacher in California and Spain

2. Engaging Teens and Their Brains Through Passion, Novelty and Relevance
What can we do in our classrooms to promote 100% engagement in our teenage learners? Engage them in deep thinking through passion, novelty and relevance! This action-packed, edge of your seat workshop looks at the latest research on student engagement, student thinking and how to design classrooms that promote deep thinking and understanding. You will explore targeted and specific strategies for grabbing and maintaining student engagement at all three levels: behavioral, emotional and cognitive.

   John T. Almarode, PhD, Department Head and Assistant Professor, Educational Foundations and Exceptionalities, College of Education, James Madison University; Co-Author, Captivate, Activate, and Invigorate the Student Brain in Science and Math (2013) and Dylan Discovers His Brain (2010)

3. Executive Functions and Creativity
The increased familiarity of the term executive functions has been accompanied by increased efforts to understand its relationships with a wide range of other cognitive constructs such as creativity. Although these efforts have produced some interesting results that suggest a link between executive functions and creativity, a number of the research findings appear to be contradictory, at least at first glance. Dr. McCloskey will provide a comprehensive model of executive functions that can be used to better understand the current research findings and to clarify how creativity and executive function capacities are related. He will then discuss the implications of the relationship between creativity and executive functions for learning and production in and out of the classroom.

   George McCloskey, PhD, Professor and Director, School Psychology Research, Department of Psychology, Philadelphia College of Osteopathic Medicine; Lead Author, Assessment and Intervention for Executive Function Difficulties (2009); Co-Author, Essentials of Executive Functions Assessment (2012)

4. Creativity and Imagination: Unlocking the Power of Imagination
Bring the WOW into teaching and learning by activating dendrites through imaginative thinking. Imagination sparks possibility thinking, enables us to envision potential and allows us to deepen our understanding of complex concepts and problems. In this workshop, you will explore ways to target imagination in schools, convert a typical standards-based lesson to one that utilizes imagination, link imagination to four creativity skills and utilize varied types of strategies and techniques to access imaginative thinking. Join the discussion to help make creativity and imagination a national imperative in schools.

   Patti Drapeau, MS, Educational Consultant; President, Patti Drapeau Educational Consulting; Part-time Faculty, University of Southern Maine; Author, Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving (2014), Differentiating with Graphic Organizers: Tools to Promote Critical and Creative Thinking (2008) and Differentiated Instruction: Making It Work (2004)

5. Imagineering K-12 Classrooms: Designing a Theme Park Attraction to Teach STEM and STEAM Inquiry, Creativity and Innovation
Become an “Imagineer” for the morning and design a new “Theme Park Attraction”, as though you worked for Disney or Universal. Create a “Real World Project” with hands-on tools designed to prepare students for the world that is their future. Working in teams, you will explore such topics as STEM, Inquiry/Project Based Learning, patent research, storyboarding, sketch ideas, building models, testing ideas, presentations and how to complete the project. Learn how to intentionally and structurally go about teaching kids to think critically, explore such topics as STEM, Inquiry/Project Based Learning, patent research, storyboarding, sketch ideas, building models, testing ideas, presentation and so they will be deeply engaged in STEM learning. Walk away with ideas that can transform your classroom.

   Howie DiBlasi, MA, Educational Technology; Adjunct Professor, Adams State College; Former CIO of Durango Public School District; Master Certified Trainer on Digital Technology and 21st Century Learning; Recognized as “Vocational Teacher of the Year” for the State of Arizona and nominated as a finalist in the “Top Secondary Leaders in America” award

6) Active and Engaging Learning for the Classroom with Movement and Creative Dramatics
The evidence is clear: Students have to MOVE to really engage in learning! Improv exercises help develop interdisciplinary literacy skills and social studies content knowledge. They also boost skills that are crucial for student learning: listening, teamwork, communication, idea-generation, vocabulary and more. Based on Dr. McKnight’s co-authored book, The Second City Guide to Improv in the Classroom, you will learn how experiences lead to learning. Discover how to use improvisation and active learning in a way that can boost student literacy skills and content knowledge.

   Katherine McKnight, PhD, MEd, Educator and Consultant; Co-Author, The Second City Guide to Improv in the Classroom: Using Improvisation to Teach Skills and Boost Learning (2008); and Richard M. Cash, EdD, International Speaker and Educator; Co-Director, Lakeshore Players Children’s Theater Company; Co-Author, Differentiation for Gifted Learners: Going Beyond the Basics (2013)
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