

NOVEMBER CONFERENCE REGISTRATION FORM
OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: Phone: 857-444-1500 x1 Email: registration@LearningAndTheBrain.com
Fax: 857-357-7011 Postal mail: ERI - 78 Brooks Road,
Web: LearningAndTheBrain.com New Canaan, CT 06840-6250

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name		Position
Organization		
Address		
City		State/Province
ZIP/Postal Code	Country	Phone
Email		

DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY.

Register Me for the November Conference: \$

Fall Early Registration (THROUGH SEP. 26, 2025)	\$679 per person (\$579 per person for groups of 5+)
General Registration (THROUGH NOV. 7, 2025)	\$749 per person (\$649 per person for groups of 5+)
Late Registration (AFTER NOV. 7, 2025)	\$779 per person (\$679 per person for groups of 5+)

Register Me for a Friday, November 14 Pre-Conference Workshop Add \$30 if not attending the Nov. conference \$

Please check one of four:

☐ Researching Your Own Practice	8:00 am – 11:00 am	\$169 per person
☐ Connection Before Correction	8:00 am – 11:00 am	\$169 per person
☐ Reimagining Education	8:00 am – 11:00 am	\$169 per person
☐ Motivating Reading	8:00 am – 11:00 am	\$169 per person

Sign Me Up for Attending Live or Virtually

☐ I plan to attend in Boston ☐ I plan to attend virtually

Register Me for the Reception and/or Tours \$

☐ Register me for the November 14 Meeting of the Minds Reception. (FREE)
☐ Register me for the MIT “Brain Scan” Tour (Please call 857-444-1500 ext. 1 to check availability of tours.) (Add \$149)

Sign Me Up for Emails (FREE)

☐ Email me the monthly L&B Newsletter ☐ Email me information about upcoming L&B events

All prices are in U.S. dollars. GRAND TOTAL: \$

☐ Please check here if you have any special ADA requirements, and call 857-444-1500 ext. 1.
The Westin Copley Place and MIT campus are ADA compliant.

PAYMENT METHOD ☐ Check enclosed ☐ Purchase Order enclosed ☐ Credit Card (VISA, MC, or AMEX)

Credit Card Number:	Exp:
Cardholder Name:	
Cardholder Billing Address:	ZIP:
Signature:	Date:

Make check or purchase order payable to Educator Resources, Inc. (ERI), and mail it along with your registration form to:
ERI, 78 Brooks Road, New Canaan, CT 06840-6250.

P.O.s will be invoiced if sent without a check prior to conference. Registrations without payment or purchase order will not be confirmed.

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order.

Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call 857-444-1500 x1. Fall early conference registration is \$679 (\$579 per person for groups of 5 or more) through September 26, 2025. General conference registration is \$749 per person (\$649 per person for groups of 5 or more when registering together) through November 7, 2025. After November 7, 2025, late registration is \$779 per person (\$679 per person for groups of 5 or more when registering together).

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by fax or mail. Cancellations must be requested no later than November 7, 2025. No cancellations can be accepted after November 7, 2025. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$75 per person if you cancel by September 26, 2025, or \$150 per person if you cancel after September 26, 2025, but no later than November 7, 2025.

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

TEACHING THRIVING, SOCIAL, CURIOUS, CRITICAL THINKERS

The purpose of education is to guide the development of whole, thriving, informed, and thoughtful human beings. Human development and learning are not separate domains, but part of a deeply interconnected whole that is influenced by culture, context, safety, relationships, and the world. Cognitive Scientist Scott Barry Kaufman has reframed Psychologist Abraham Maslow’s “Hierarchy of Needs” not as a rigid pyramid (which Maslow never created), but as a sailboat—where a secure base of safety and social relationships supports the sail of curiosity, exploration, and purpose for human thriving. Similarly, brain systems related to belonging, emotion, motivation, meaning, and thinking don’t operate in isolation—they work together as a dynamic, integrated neural network. **This interdisciplinary conference will explore how these core human needs are integrated with learning and brain function. Discover ways to apply science-informed strategies to nurture and guide child development for whole, thriving, social, collaborative, engaged, knowledgeable, curious, creative, critical thinkers.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of human needs, learning, and thriving
- ✓ Creating creative, critical thinkers and problem solvers
- ✓ How cognition, emotion, and motivation are interwoven
- ✓ The science behind, and strategies for, collaborative classrooms
- ✓ Ways to foster a sense of school belonging, culture, and community
- ✓ Connecting brain-to-brain synchrony with collaboration and learning
- ✓ Using social psychology to build trust, connections, and competence
- ✓ Linking mindset, meaning, and relationships to engagement
- ✓ Cultivating curiosity, inquiry, innovation, and knowledge
- ✓ Promoting thinking, collaborating in reading and STEM
- ✓ Social and peer influences on teens and learning



**This hybrid conference will include both a live, in-person attendance as well as a virtual option using Zoom. You can choose to travel and see the sights of Boston or watch the sessions comfortably from your home, or hotel room. All talks will be recorded and made available to stream for 45 days afterwards. For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.*

CO-SPONSORS

Integrated Learning Initiative,
Massachusetts Institute of Technology

Affective Neuroscience and Development Laboratory,
Harvard University

School Development Program,
Yale University

The Neuro-Education Initiative,
Johns Hopkins University School of Education

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

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

LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

PreK-12 Teachers, Administrators

Psychologists, School Psychologists

Learning Specialists, Special Educators

Early Childhood Educators, Professionals

Social Workers, Mental Health, School Counselors

SEL, Reading, Social Studies, STEM Teachers

Superintendents, Principals, School Heads

College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn up to 18 hours of online instruction toward professional development credit for educators, psychologists, speech-language professionals, and social workers for either in-person or online instruction. Visit our website at LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 x1.

Speech-Language Pathologist Credit: Visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.



STAY AT THE WESTIN COPLEY PLACE, BOSTON – SPECIAL RATES



Pay only \$279 per night (plus applicable taxes) to stay at the conference hotel. Call the Westin Copley Place Hotel at 617-262-9600 and reference “LATB” or book online via LearningAndTheBrain.com. The discounted conference rate will no longer apply when the room block is filled or after October 31, 2025. The hotel is centrally located on Copley Square in Boston’s Back Bay neighborhood and adjacent to the Copley Mall and the Prudential Center, with easy access to the historic sites of Boston. The Westin is one block from Amtrak’s Back Bay station and is only a short cab ride from Logan International Airport.



HYBRID LEARNING & the BRAIN® CONFERENCE

72ND International Conference for PreK Through University Educators, Clinicians, and Parents
November 14-16, 2025 • At the Westin Copley Place Hotel in **Boston, MA** • Or Virtually from Home

Presented by:
Educator Resources, Inc.
78 Brooks Road
New Canaan, CT 06840



FEATURED SPEAKER:

Barbara A. Oakley, PhD

Distinguished Professor of
Engineering, [Oakland University](#);
Co-Author, *Learn Like a Pro* (2021),
Uncommon Sense Teaching (2021),
and *Learning How to Learn* (2018)

TEACHING WHOLE LEARNERS: APPLYING SCIENCE TO CREATE SOCIAL, ENGAGED, THRIVING, CURIOUS, CRITICAL THINKERS

Explore the latest research on:

Teaching the Whole Learner	Developing Positive Relationships
Cultivating Curiosity and Inquiry	Cognition, Emotion, and Motivation
Creating Creative, Critical Thinkers	The Science of Collective Intelligence
Managing Collaborative Classrooms	Adolescent Brains and Peer Influences
Building Belonging and Community	Brain-to-Brain Synchrony on Learning
Mindsets, Meaning, and Motivation	Deeper Thinking and Knowledge Skills
Brain-Body Reading and Learning	Collaborative Curiosity and Creativity
Teaching to Meet Human Needs	Thinking in Reading and STEM

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

UPCOMING LEARNING & the BRAIN® CONFERENCES

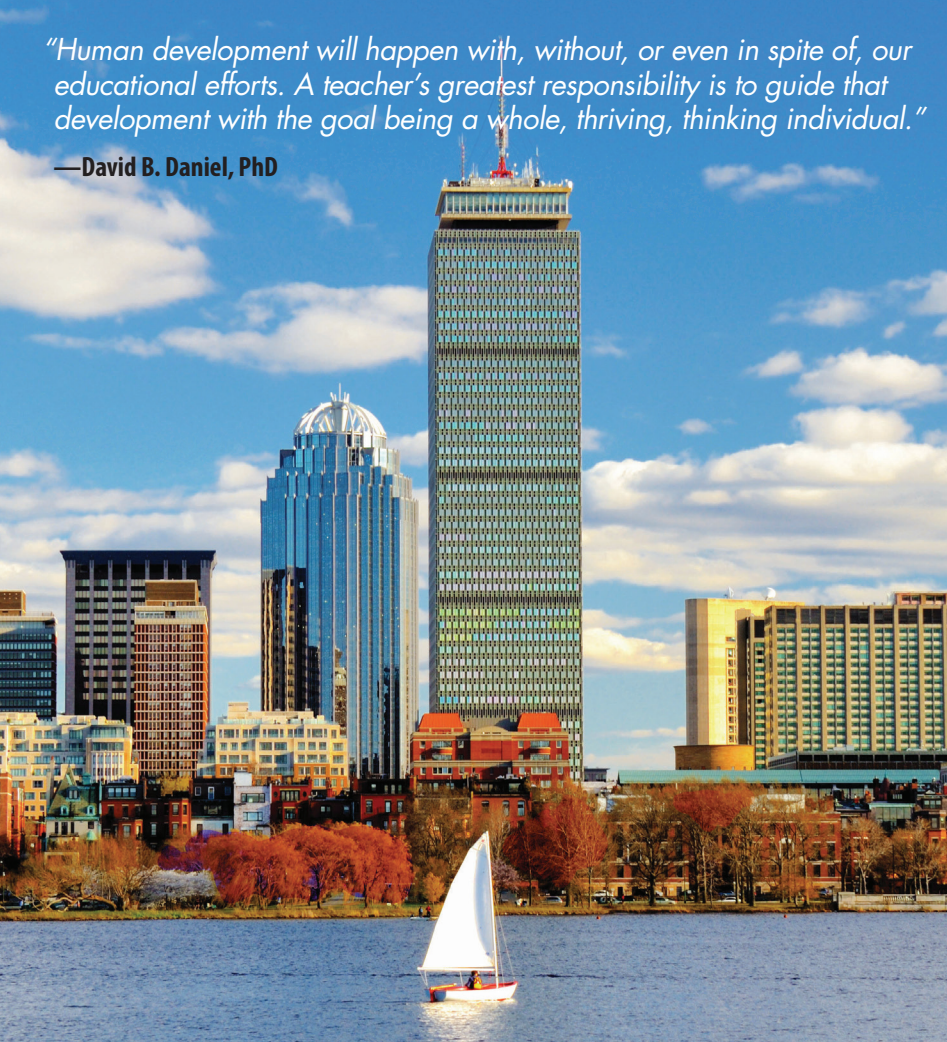
Winter - San Francisco, CA: Feb. 13-15, 2026

Spring - New York, NY: April 16-18, 2026

For information on upcoming conferences, webinars, in-service training, and available PD credit, see inside or visit [LearningAndTheBrain.com](#).

"Human development will happen with, without, or even in spite of, our educational efforts. A teacher's greatest responsibility is to guide that development with the goal being a whole, thriving, thinking individual."

—David B. Daniel, PhD



TEACHING WHOLE LEARNERS: APPLYING SCIENCE TO CREATE SOCIAL, ENGAGED, THRIVING, CURIOUS, CRITICAL THINKERS

AT THE WESTIN COPLEY PLACE HOTEL IN BOSTON, MA
OR VIRTUALLY FROM YOUR HOME

NOVEMBER 14-16, 2025

Pre-Conference Workshops: November 14, 2025

Early Registration Deadline: September 26



FALL HYBRID LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) TEACHING WHOLE LEARNERS: MEETING NEEDS SO STUDENTS THRIVE



Keynote: Avoiding Another Frankenstein: The Dangers of Recommending Teaching Practice From Sciences That Deconstructs the Learner

David B. Daniel, PhD, Conference Chair; Professor Emeritus of Psychology, [James Madison University](#); Recognized in the "Top 1% of Educational Researchers Influencing Public Debate" in the US; Co-Author, "Toward an Ecological Science of Teaching" (2021, *Canadian Psychology*) and "Educational Neuroscience: Are We There Yet?" (2019, *Wiley Handbook on Education*)



Keynote: Whole, Thriving Humans: Connecting Curiosity, Creativity, and Purpose

Todd B. Kashdan, PhD, Professor of Psychology, [George Mason University](#); Director, Well-Being Laboratory; Author, *The Art of Insubordination* (2022), *The Upside of Your Darkside* (2017), and *Curious?* (2009); Co-Author, "How Curiosity Enhances Performance: Mechanisms of Physiological Engagement, Challenge and Threat Appraisal, and Novelty Deprivation" (2024, *Happiness Studies*)



Keynote: Meeting Student Needs: Developing Positive Relationships, Engagement, and Critical Thinking

Salome Thomas-EL, EdD, Head of School, Thomas Edison Charter School; Award Winning Teacher and Principal; Nationally Acclaimed Chess Coach, whose students have gone on to win world recognition as Eight-Time National Chess Champions; Author, *Meet Their Needs*, and *They'll Succeed: Transforming Students' Lives Through Positive Relationships* (2025)

Connecting Cognitive Development and Socio-Economic Environment to the Brain and Learning

John D.E. Gabrieli, PhD, Director, Integrated Learning Initiative; Professor of Brain/Cognitive Sciences, [Massachusetts Institute of Technology](#); Co-Author, "Parenting Relationships as a Moderator of How Socioeconomic Status and Household Chaos Relate to Children's Cognitive and Socioemotional Skills" (2025, *Experimental Child Psychology*), "Exploration Is Associated With Socioeconomic Disparities in Learning and Academic Achievement in Adolescence" (2024, *OSF*), and "Measuring Cognitive Skills in School Settings" (2022, *Pearson Assessments*)

Sustain Connections: Helping Learners Think and Thrive in Today's Complex Environment

Kristen Lee, EdD, LICSW, Behavioral Science Teaching Professor; Associate Teaching Professor of Psychology, [Northeastern University](#); Licensed Clinical Social Worker; Educational and Organizational Consultant; Contributing Writer, *Psychology Today*; Author, *Clean Slate: How to Make Change Happen* (2025), *Worth the Risk* (2022), and *Mentalligence: A New Psychology of Thinking* (2018)

Ordinary Magic: The Science of How to Excise Doubts About Identity, Belonging, and Competence to Help Our Students Become Who They Want to Be

Gregory M. Walton, PhD, Professor of Psychology, [Stanford University](#); Author, *Ordinary Magic: The Science of How We Achieve Big Changes With Small Acts* (2025); Co-Author, "A Strategic Mindset Enhances Children's Generation of Effective Strategies and Delay of Gratification Across Tasks" (2025, *Developmental Psychology*), "How Culturally-Wise Psychological Interventions Helps Reduce Poverty" (2024, *The World Bank*), and *Handbook of Wise Interventions: How Social Psychology Can Help People Change* (2020)

2) SOCIAL BRAINS: BRIDGING BELONGING & COLLABORATIVE LEARNING



Keynote: Belonging: The Science of Creating Connections

Geoffrey L. Cohen, PhD, Professor of Psychology, [Stanford University](#); Professor of Education, [Stanford Graduate School of Education](#); Author, *Belonging: The Science of Creating Connection and Bridging Divides* (2022); Co-Author, "A Meta-Analysis of the Effect of Values Affirmation on Academic Achievement" (2021, *Social Issues*) and "A Brief Social-Belonging Intervention in College Improves Adult Outcomes for Black Americans" (2020, *Science Advances*)



Keynote: Joined Up Thinking: The Science of Collective Intelligence

Hannah M. Critchlow, PhD, Internationally Acclaimed Neuroscientist; Fellow, Magdalene College, [University of Cambridge](#); Named as a "Top 100" UK Scientist by the Science Council in 2014; Author, *Joined Up Thinking: The Science of Collective Intelligence and It's Power to Change Our Lives* (2022) and *The Science of Fate* (2019)



Keynote: Reconnect: Building School Culture for Belonging, Meaning, and Purpose

Douglas B. Lemov, MBA, Founder/Chief Knowledge Officer, Teach Like a Champion; Former Managing Director, Uncommon Schools; Author, *Teach Like a Champion 3.0* (2021); Co-Author, *The Teach Like a Champion Guide to the Science of Reading* (2025), *Reconnect: Building School Culture for Meaning, Purpose, and Belonging* (2022), *Reading Reconsidered* (2016), and *Practice Perfect* (2012)

Adolescent Brains: Peer Influences on Belonging, Identity, Risk Taking, Motivation, and Learning

Leah H. Somerville, PhD, Professor of Psychology; Director, Affective Neuroscience and Development Lab, [Harvard University](#); Co-Author, "Developmental Emergence of Complex Prosocial Motives and Their Influence on Risky Decision Making" (2024, *OSF*) and "Physical Effort Exertion for Peer Feedback Reveals Evolving Social Motivations From Adolescence to Young Adulthood" (2023, *Psychological Science*)

The Science of Collaborative Learning

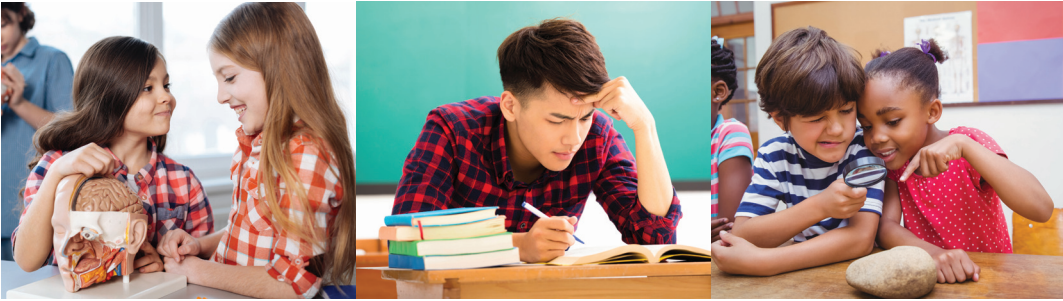
Dylan A.R. Wiliam, PhD, Professor Emeritus of Educational Assessment, Institute of Education, [University of London](#); Former Dean and Head of the School of Education, [King's College London](#); Author, *Creating the Schools Our Children Need* (2018) and *Leadership for Teacher Learning* (2016); Co-Author, *Making Room for Impact: A De-implementation Guide for Educators* (2023)

CONFERENCE BEGINS AT 12:00 PM, NOVEMBER 14

All times are Eastern Standard Time.

SCHEDULE:

Pre-Conference Workshops	Friday, November 14	8:00 AM – 11:00 AM
Conference Day 1	Friday, November 14	12:00 PM – 6:00 PM
Conference Day 2	Saturday, November 15	8:00 AM – 5:30 PM
Conference Day 3	Sunday, November 16	8:30 AM – 12:30 PM



3) THINKING BRAINS: CREATING KNOWING, CREATIVE, CRITICAL THINKERS



Keynote: The Memory Paradox: Why Our Brains Need Knowledge in an Age of AI
Barbara A. Oakley, PhD, Distinguished Scholar of Global Digital Learning, [McMaster University](#); Distinguished Professor of Engineering, [Oakland University](#); Author, *Mindshift* (2017) and *A Mind for Numbers* (2014); Co-Author, *Learn Like a Pro* (2021), *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn* (2021), and *Learning How to Learn* (2018)



Keynote: Helping Students Think Critically About What They Read Online
Daniel T. Willingham, PhD, Professor of Psychology, [University of Virginia](#); Writer, “Ask the Cognitive Scientist” Column, *American Educator*; Author, *Outsmart Your Brain* (2023), *Why Don’t Students Like School?* (2021, 2nd Edition), and “Critical Thinking: Why Is It So Hard to Teach?” (2009, *Arts Education Policy Review*); Co-Author, *Cognition: The Thinking Animal* (2019)

Teaching All Students to Think Critically: A Proven (and Simple!) Neuroscientific Method

Steven J. Pearlman, PhD, Founder, The Critical Thinking Institute; Former Director of Interdisciplinary Writing and Reasoning, [University of St. Joseph](#); Host of the Podcast “Headagogy”; Developer of the NeuralCode Critical Thinking Method; Author, “What Critical Thinking Really Is” (2021, *MidlandBiz*) and *America’s Critical Thinking Crisis: The Failure and Promise of Education* (2020)

Deconstructing Depth of Knowledge: A Method and Model for Deeper Learning

Erik M. Francis, MEd, Owner, Maverik Education; Education Development Specialist, [Grand Canyon University](#); Author, *Inquiring Minds Want to Learn: Posing Good Questions to Promote Student Inquiry* (2024), *Deconstructing Depth of Knowledge: A Method and Model for Deeper Teaching and Learning* (2021), and *Now That’s a Good Question! How to Promote Cognitive Rigor Through Classroom Questioning* (2016)

The Creativity Choice: From Developing Creative Thinking to the Social Conditions for Success

Zorana Ivcevic Pringle, PhD, Senior Research Scientist, Yale Center for Emotional Intelligence, [Yale University](#); Author, *The Creativity Choice: The Science of Making Decisions to Turn Ideas Into Action* (2025); Co-Author, “School Climate and Students’ Attitudes Toward Creativity” (2025, *Thinking Skills and Creativity*) and “Transformational Creativity in Education” (2024, *Transformational Creativity*)

Meaningful Learning: Connecting the Arts, Problem Solving, and Creative Thinking

Mariale M. Hardiman, EdD, Co-Founder/Director, Neuro-Education Initiative; Professor, School of Education, [Johns Hopkins University](#); Author, *Brain-Targeted Teaching* (2025), *Connecting Brain Research With Effective Teaching* (2003), and “The Arts, Creativity, and Learning: From Research to Practice” (2019, *Mobile Brain-Body Imaging and the Neuroscience of Art, Innovation, and Creativity*)

4) CURIOUS BRAINS: CULTIVATING CURIOUS & INQUISITIVE LEARNERS



Keynote: Exploring the Brain: How to Spark Curiosity in Different Learners
Chantel S. Prat, PhD, Professor of Psychology, Neuroscience, and Linguistics, Institute for Learning and Brain Sciences, [University of Washington](#); Author, *The Neuroscience of You: How Every Brain Is Different and How to Understand Yours* (2022) and “What’s the Point of a Jellyfish?: Reflections on the Endless Cycle of Curiosity and Knowing” (2022, *Literary Hub*)

How to Make Students Curious

Daniel T. Willingham, PhD, Professor of Psychology, [University of Virginia](#); Writer, “Ask the Cognitive Scientist” Column, *American Educator*; Author, *Outsmart Your Brain* (2023), *Why Don’t Students Like School?* (2021, 2nd Edition), “Harnessing Curiosity: Curate What You Can’t Control” (2021, *GettingSmart*) and “Making Students More Curious” (2014, *Knowledge Quest*)

Inquiring Minds Want to Learn: Fostering Curiosity, Critical Thinking, and Deeper Learning

Erik M. Francis, MEd, Owner, Maverik Education; Education Development Specialist, [Grand Canyon University](#); Author, *Inquiring Minds Want to Learn: Posing Good Questions to Promote Student Inquiry* (2024), *Deconstructing Depth of Knowledge: A Method and Model for Deeper Teaching and Learning* (2021), and *Now That’s a Good Question! How to Promote Cognitive Rigor Through Classroom Questioning* (2016)

Sparkling Curiosity: Cultivating Mystery, Engagement, and Collective Curiosity in the Classroom

Bryan R. Goodwin, MA, President/CEO, McREL International; Former Teacher; Author, *Building a Curious School: Restore the Joy That Brought You to School* (2020) and *Out of Curiosity: Restoring the Power of Hungry Minds for Better Schools, Workplaces, and Lives* (2018); Co-Author, *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018)

5) ENGAGED BRAINS: LINKING MOTIVATION, MINDSET, & MEANING



Keynote: The Entangled Brain: How Cognition, Motivation, and Emotions Are Woven Together

Luiz Pessoa, PhD, Professor of Psychology; Principal Investigator, Laboratory of Cognition and Emotions; Director, Neuroimaging Center, [University of Maryland, College Park](#); Author, *The Entangled Brain: How Perception, Cognition, and Emotions Are Woven Together* (2022) and *The Cognitive-Emotional Brain: From Interactions to Integration* (2013)

The Science of Meaning

Todd B. Kashdan, PhD, Professor, Department of Psychology, [George Mason University](#); Director, Well-Being Laboratory; Author, *The Art of Insubordination* (2022), *The Upside of Your Darkside* (2017), and *Curious?* (2009); Co-Author, "How Curiosity Enhances Performance" (2024, *Happiness Studies*) and "Meaning in Life Buffers the Impact of Experiential Avoidance on Anxiety" (2020, *Contextual Behavioral Science*)

The Science of Motivation: Connecting Relationships, Values, and Autonomy

Cynthia L. Nebel, PhD, Associate Professor of Psychiatry; Director of Learning Services, [St. Louis University School of Medicine](#); Author, "The Impact of Confidence on Anxiety and Motivation" (2025, *The Learning Scientists*) and "Help Students Believe in Themselves: Self-Efficacy Boosts Exam Scores" (2022, *The Learning Scientists*); Co-Author, *Uniting Learning Science and Talent Management* (2024) and *Ace That Test* (2023)

Meaningful and Relevant Learning

A.J. Juliani, MSED, Founder, Adaptable Learning; Director, Learning and Innovation; Instructor, Graduate School of Education, [University of Pennsylvania](#); Author, *Meaningful and Relevant: Engaging Learners in An Age of Distraction* (2025), *Adaptable* (2021), *Intentional Innovation* (2017), *Learning by Choice* (2015), and *Inquiry and Innovation in the Classroom* (2014); Co-Author, *Empower* (2017)

Engaged Brains: Promoting Belonging, Mindset, and Value Interventions for Motivation

Christopher S. Hulleman, PhD, Professor of Education and Public Policy, Curry School of Education; Director, Motivate Lab, [University of Virginia](#); Co-Author, "A Brief Social Belonging Intervention Improves Academic Outcomes for Minoritized High School Students" (2020, *Motivation Science*) and "The Promotion and Development of Interest: The Importance of Perceived Values" (2017, *The Science of Interest*)

6) ACADEMIC BRAINS: PROMOTING THINKING IN READING & STEM

The Brain-Body Connection: Ways to Help Students Read, Think, and Thrive

Gravity Goldberg, EdD, Visiting Assistant Professor, [Wesleyan University](#); Director and Literacy Consultant, Gravity Goldberg, LLC; Author, *The Body-Brain Connection: Evidence-Based Ways to Reduce Anxiety, Boost Engagement, and Increase Comprehension Across Classrooms* (2025)

The Teach Like a Champion Guide to the Science of Reading

Douglas B. Lemov, MBA, Founder/Chief Knowledge Officer, Teach Like a Champion; Former Managing Director, Uncommon Schools; Author, *Teach Like a Champion 3.0* (2021); Co-Author, *The Teach Like a Champion Guide to the Science of Reading: Translating Research to Reignite Joy and Meaning in the Classroom* (2025), and *Reconnect: Building School Culture for Meaning, Purpose, and Belonging* (2022)

MindHive / Social Brains in Sync in the Classroom and Beyond

Suzanne Dikher, PhD, Research Associate Professor, Psychology and Neural Sciences, [New York University](#); Co-Author, "Open Science in the Classroom: Students Designing and Peer Reviewing Studies in Human Brain and Behavior Research" (2023, *Instructional Science*) and "Inter-Brain Synchrony in Teams Predicts Collective Performance" (2021, *Social Cognitive Affective Neuroscience*)

For a complete list of speakers, go to [LearningAndTheBrain.com](#). Follow us on [X](#), [Facebook](#), [LinkedIn](#), and [Instagram](#).

ADDITIONAL EVENTS

MIT "BRAIN SCAN" TOUR: SEE THE BRAIN IN ACTION

THURSDAY, NOV. 13 – 3:00 PM or 4:00 PM; FRIDAY, NOV. 14 – 9:00 AM or 10:00 AM
(Cost per person: \$149. Tours are for one hour.)

Sponsored by the [Athinoula A. Martinos Imaging Center](#), [Massachusetts Institute of Technology](#)

Take this special opportunity, for LEARNING & the BRAIN® participants only, to tour the Athinoula A. Martinos Imaging Center at the McGovern Institute for Brain Research at the [Massachusetts Institute of Technology](#), where you will see an fMRI brain scan in action. One volunteer from each tour group will be selected for the live scan of his/her own working brain, to be viewed by the group. Brain scans will take place **offsite** at the MIT campus in Cambridge, MA. The MIT imaging center building is easily accessible from the Westin Copley Place Hotel via public transit. Directions will be provided. Call 857-444-1500 x1 for availability. **(Space is limited. For conference registrants only.)**



MEETING OF THE MINDS – WINE & CHEESE RECEPTION

FRIDAY, NOVEMBER 14 from 6:00 PM - 7:00 PM — Free & Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds at this wine and cheese reception.

Advance registration required on the registration form.

PRESENT A POSTER SESSION AT THE NOVEMBER CONFERENCE

Share and present your scientific research, successful programs, or interventions you have implemented in your school or district to develop the whole learner or to improve teacher-student relationships, belonging, curiosity, meaning, or creative and critical thinking. Submit a summary of your poster session for review to info@LearningAndTheBrain.com. **Proposal deadline is October 24, 2025. For more information, visit [LearningAndTheBrain.com](#), or call 857-444-1500 x1.**

PRE-CONFERENCE WORKSHOPS (More In-Depth and Hands-on)

FRIDAY, NOVEMBER 14 8:00 AM – 11:00 AM

Cost per person: \$169. By advance registration only. Select one of four. Cost is \$199 if not also attending the conference.

1. Researching Your Own Practice: Principled Inquiry for School Improvement

In this interactive workshop, David Daniel and Dylan Wiliam will discuss how teachers can find out what research says about effective teaching, and how teachers can vet studies and decide what kinds of changes they can make in their teaching to improve classroom practice. This workshop will discuss a range of approaches that teachers can integrate into their daily teaching to generate useful evidence about the effects of their current practice. You will explore promising innovations and how exploratory data analysis can be used to understand any changes produced. This workshop will also examine how Artificial Intelligence can be used to determine if observed effects are real, or whether they are just the result of chance variation. **David B. Daniel, PhD**, Conference Chair; Professor Emeritus of Psychology, [James Madison University](#); and **Dylan A.R. Wiliam, PhD**, Professor Emeritus of Educational Assessment, Institute of Education, [University of London](#); Author, *Creating the Schools Our Children Need* (2018)

2. Connection Before Correction: Shaping Behavior From the Inside Out

What if the most effective way to improve student behavior wasn't about consequences—but connection? Kevin Curtis will explore the deeper causes of behavior challenges in today's classrooms. Through a mix of storytelling, practical strategies, and insights from psychology, he will share four actionable tools you can use right away to build belonging, reduce discipline issues, and create a classroom where both students and teachers can thrive. **Kevin W. Curtis, MA**, Founder, Differentiated Discipline; Author, *Connection Driven Classrooms: Proactive and Practical Tools to Improve Student Behavior* (2024); Co-Author, *Restorative Discipline Practices* (2017)

3. Reimagining Education: Cultivating Curiosity, Creativity, and Courageous Thinking

Today's students need more than just content—they need the curiosity, courage, and thinking skills to make sense of it. In this interactive, hands-on workshop, you will learn how to transform your classroom into a launchpad for deeper thinking, authentic engagement, and meaningful collaboration. Based on the CREATE Method™ (Curiosity, Risk-taking, Experience, Attitude, Teamwork, and Evaluation), this workshop offers practical strategies to weave creative and critical thinking into any subject or grade level—without overhauling your entire curriculum. **Katie Trowbridge, EdD, MAT, MEd**, CEO/President, Curiosity 2 Create; Co-Founder, Creative Thinking Network; Co-Author, *Deeper Thinking in the Classroom: A Practical Guide to the CREATE Method* (2024)

4. Motivating Reading: Promoting Growth Mindsets, Curiosity, and Independence

What helps students become successful, independent readers? Through intentional modeling and coaching, readers learn to apply strategies that strengthen their thinking and literacy skills. This practical workshop, grounded in research on mindset and student independence, offers concrete teaching moves, classroom video examples, and ready-to-use tools you can bring straight back to your reading classroom. **Gravity Goldberg, EdD**, Visiting Assistant Professor, [Wesleyan University](#); Literacy Consultant; Author, *Mindsets and Moves: Strategies That Help Readers Take Charge* (2015); Co-Author, *Teacher's Toolkit for Independent Reading, Grade 4* (2020) and *What Do I Teach Readers Tomorrow?* (2017)

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