NOVEMBER CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** 781-449-4010 ext.101 or 102
Fax: 781-449-4024
Web: LearningAndTheBrain.com
Email: registration@LearningAndTheBrain.com
Postal mail: **PIRI** • 35 Highland Circle, 1st Fl. Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name _____ Position _____

Organization _____

Address _____

City _____ State/Province _____

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

Register Me for the Conference: $_____

Fall Early Registration (THROUGH SEPT. 27, 2019)	$549 per person ($499 per person for groups of 5+)
General Registration (THROUGH NOV. 8, 2019)	$599 per person ($549 per person for groups of 5+)
Late Registration (AFTER NOV. 8, 2019)	$619 per person ($569 per person for groups of 5+)
Dual Conf. Registration (*Circle conference:* Feb. and/or May)	$479 per person, per conference

Register Me for a Friday, November 22 Pre-Conference Workshop *Add $30 if not attending the Nov. conference* $_____

Please check one of six:

❍ **Empowering Students With Deeper Instruction**	8:15 am – 12:15 pm	$189 per person
❍ **Engaging Brains: Tapping the Power of Emotion**	8:15 am – 12:15 pm	$189 per person
❍ **The Science of Deeper Learning**	8:15 am – 12:15 pm	$189 per person
❍ **The Neuropsychology of Deeper Memory**	8:15 am – 12:15 pm	$189 per person
❍ **The Cognitive Neuroscience of Reading and Intervention**	8:15 am – 12:15 pm	$189 per person
❍ **Deeper Thinking, Active Learning**	8:15 am – 12:15 pm	$189 per person

Sign Me Up for Professional Development Credits* (FREE)

❍ Please send via email (FREE). * For more information on CEUs credits, visit LearningAndTheBrain.com.

Register Me for the Reception and/or Tours $_____

❍ **Register me for the November 22 *Meeting of the Minds* Reception.** (FREE)
❍ **Register me for the MIT "Brain Scan" Tour** (Please call 781-449-4010 ext. 101 to check availability of tours.) (Add $149)

Sign Me Up for Emails (FREE)

❍ **Email me the monthly L&B Newsletter** (FREE)
❍ **Email me information about upcoming L&B events** (FREE)

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

❍ **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.**
The Westin Copley Place and MIT campus are ADA compliant.

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

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Make check or purchase order payable to **Public Information Resources, Inc.** (PIRI), and mail it along with your registration form to:
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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 781-449-4010 ext. 101 or 102.** Fall early conference registration is $549 ($499 per person for groups of 5 or more) through September 27, 2019. General conference registration is $599 per person ($549 per person for groups of 5 or more when registering together) through November 8, 2019. After November 8, 2019, late registration is $619 per person ($569 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 PIRI in writing by fax or mail. Cancellations must be requested no later than November 8, 2019. No cancellations can be accepted after November 8, 2019. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person if you cancel by September 27, 2019, or $150 per person if you cancel after September 27, 2019, but by November 8, 2019. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at 781-449-4024.

CONFERENCE PROGRAM CHANGES Public Information Resources, Inc. (PIRI) 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 PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, the Cooperating Organizations, and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.

TEACHING STUDENTS HOW TO LEARN

Today's knowledge-based, rapidly changing world requires that students have deeper knowledge, skills, and competencies in order to succeed at work and life. But how should schools promote those deeper learning skills, such as problem solving, critical thinking, reasoning, inquiry, reflection, retention, transfer, and mastery? Fortunately, insights from the brain and learning sciences are providing the most effective ways to teach and learn these skills. Join us for our 20th anniversary event to explore the science of learning and deeper learning. Discover how the brain learns, ways to teach students how to learn, and strategies to make learning stick. Learn new ways to improve student reflection, reasoning, and critical thinking skills; engage deeper learning and reading through science, digital tools, gaming, projects, and problem-based learning; and deepen content knowledge and mastery by boosting retrieval practice and memory retention.

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Helping students understand how they learn
- ✓ More effective and efficient instructional strategies
- ✓ Using the science of learning for deeper student learning
- ✓ Ways to promote deeper thinking, inquiry, and reasoning
- ✓ How to make learning stick to remember more and to forget less
- ✓ Teaching students critical thinking, metacognition, and reflection
- ✓ Engaging students with digital tools, badges, projects, and problems
- ✓ Strategies, blueprints, and examples of successful deeper learning
- ✓ Using practice and spacing to boost retention, retrieval, and recall
- ✓ Providing rigorous, relevant, and engaging learning experiences
- ✓ The science of reading, writing, and language learning

CO-SPONSORS

Integrated Learning Initiative, **Massachusetts Institute of Technology**

Mind, Brain, and Education Program, **Harvard Graduate School of Education**

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

Lab. for Learning Engineering and Neural Systems, **University of Connecticut**

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

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

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

LEARNING *& the* BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Learning Specialists, Special Educators
Psychologists, School Psychologists, Counselors
Early Childhood Educators, Professionals
Reading, Language, Science, Technology Teachers
Superintendents, Principals, School Heads
Critical Thinking, Staff Development Trainers
Inquiry, Project-Based Learning Teachers
Testing, Assessment Professionals
College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, and social workers. Visit our website at **LearningAndTheBrain.com** for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 781-449-4010 ext. 104.

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

STAY IN BOSTON'S COPLEY SQUARE – SPECIAL RATES

Save on hotel costs by booking a room at a discounted conference rate. **Call the Westin Boston Hotel (site of the conference) at 1-888-236-2427 and refer to "LEARNING & the BRAIN".** The discounted rate of $249 per night (plus taxes) will no longer apply when the block is full, or after October 31, 2019. If the hotel block is filled, or you are looking for a lower rate, access **LearningAndTheBrain.com** or call PIRI's reservation center at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located 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.

LEARNING & *the* BRAIN® CONFERENCE

20TH Anniversary of this International Conference for PreK Through University Educators, Clinicians, and Parents

November 22-24, 2019 • At the Westin Copley Place Hotel • **Boston, MA**

Presented by:
Public Information Resources, Inc.
35 Highland Circle, First Floor
Needham, MA 02494-3099

LEARNING HOW TO LEARN: APPLYING LEARNING SCIENCES FOR DEEPER REASONING, RETENTION, AND REFLECTION

FEATURED SPEAKER:

Linda Darling-Hammond, EdD
Charles E. Ducommun Professor of Education Emeritus, Stanford University; Co-Author, *Preparing Teachers for Deeper Learning* (2019)

Explore the latest research on:

- **Metacognition and Reflection**
- **Teaching Students How to Learn**
- **The Science of Deeper Learning**
- **Strategies for Effective Instruction**
- **Critical Thinking and Reasoning**
- **Applying the Science of Learning**
- **Maximizing Retention and Recall**
- **Improving Student Engagement**
- **Making Learning Stick**
- **How the Teen Brain Learns**
- **Deeper Thinking and Skepticism**
- **Knowledge and Retrieval Practice**
- **Problem and Project-Based Learning**
- **Digital Tools and Gaming for Mastery**
- **The Science of Deeper Reading**
- **Creating a Culture of Inquiry**

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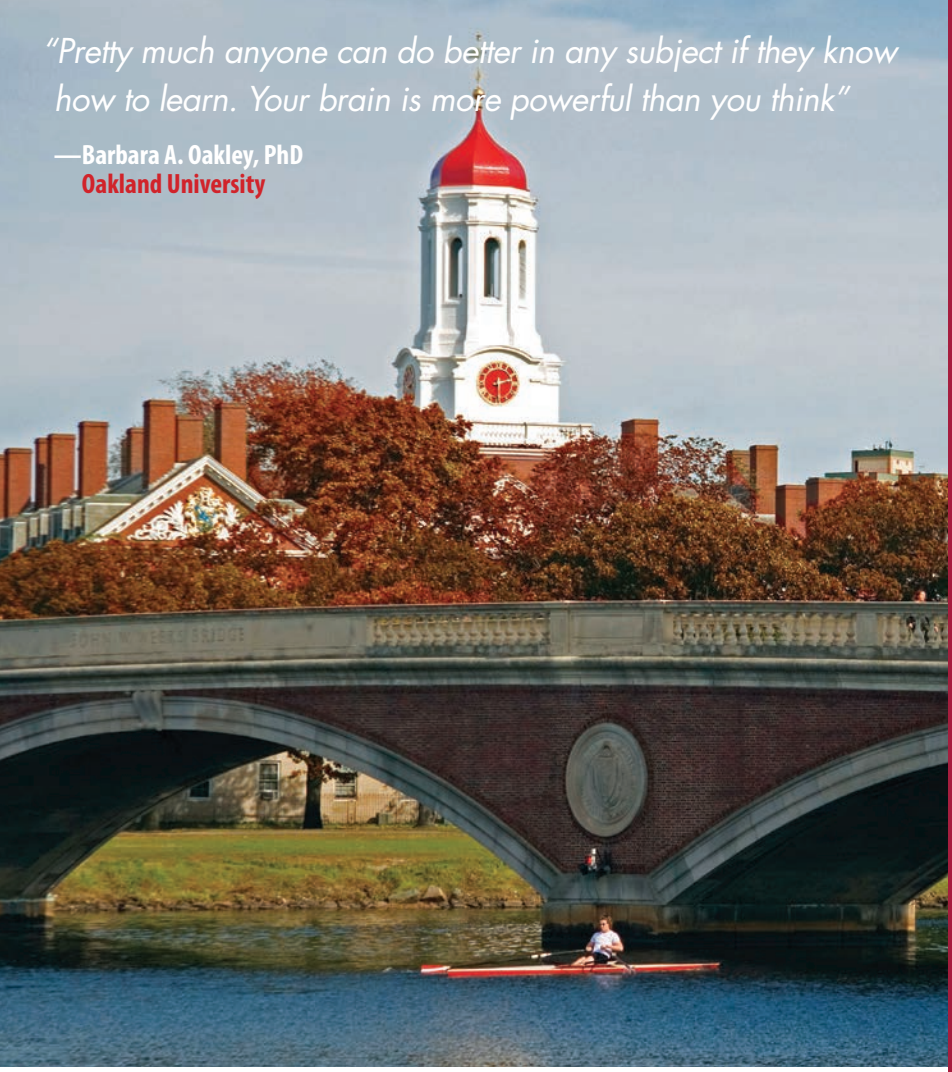
EARN PROFESSIONAL DEVELOPMENT CREDIT

UPCOMING L&B CONFERENCES

Winter: San Francisco, CA - Feb. 14-16, 2020
Spring: New York, NY - May 1-3, 2020
For information on upcoming conferences, available PD credit, and in-service training, visit **LearningAndTheBrain.com**.



LEARNING HOW TO LEARN:

APPLYING LEARNING SCIENCES FOR DEEPER REASONING, RETENTION, AND REFLECTION

AT THE WESTIN COPLEY PLACE HOTEL
BOSTON, MA

NOVEMBER 22-24, 2019

Early Registration Deadline: September 27
General Registration Deadline: November 8

LEARNING & *the* BRAIN® CONFERENCE – 20TH ANNIVERSARY

CONFERENCE PROGRAM TOPICS
WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF DEEPER LEARNING: TEACH STUDENTS HOW TO LEARN

Preparing Teachers for Deeper Learning: Implications of the Science of Learning and Development

Linda Darling-Hammond, EdD, Charles E. Ducommun Professor of Education Emeritus, Stanford University; President, California State Board of Education; Co-Author, *Preparing Teachers for Deeper Learning* (2019), *Empowered Educators* (2017), and *Teaching in the Flat World* (2015)

In Search of Deeper Learning

Jal D. Mehta, PhD, Associate Professor of Education, Harvard Graduate School of Education; Co-Editor, Learning Deeply Blog, *Education Week*; Author, *The Allure of Order* (2013); Co-Author, *In Search of Deeper Learning* (2019); Co-Editor, *Education in a New Society* (2018)

Learning How to Learn / Digging Deeper Into the Science of Learning

Barbara A. Oakley, PhD, Professor, Industrial and Systems Engineering Department, Oakland University; Co-Author, *Learning How to Learn: How to Succeed in School Without Spending All Your Time Studying* (2018); Author, *Mindshift* (2017) and *A Mind for Numbers* (2014)

The Science of How We Learn

Stanislas Dehaene, PhD, Professor/Chair, Experimental Cognitive Psychology Department, College de France; Director, INSERM-CEA Cognitive Neuroimaging Unit; Author, *How We Learn: Why Brains Learn Better Than Any Machine. . . for Now* (Forthcoming) and *Reading in the Brain* (2009)

The Learning Brain: Lessons for Education

Sarah-Jayne Blakemore, PhD, Professor of Cognitive Neuroscience; Deputy Director, UCL Institute of Cognitive Neuroscience Group, University College London; Author, *Inventing Ourselves: The Secret Life of the Teenage Brain* (2018); Co-Author, *The Learning Brain* (2005)

Diving Into Deeper Learning and the Science of Learning: Putting It All Together

John T. Almarode, PhD, Co-Director, Center for STEM Education and Outreach; Associate Professor in the Department of Early, Elementary, and Reading Education, James Madison University; Co-Author, *From Snorkelers to Scuba Divers: Making the Elementary Science Classroom a Place of Engagement and Deep Learning* (2017) and *Visible Learning for Science* (2017)

How Knowledge of Learning Sciences Has Influenced Teacher Practice and Efficacy Beliefs

Mariale M. Hardiman, EdD, Co-Founder and Director, Neuro-Education Initiative (NEI), School of Education, Johns Hopkins University; Co-Author, "Exploring Teacher Efficacy Beliefs in Puerto Rico: Results From a Neuroeducation Professional Development Study" (2018, *AERA*)

2) THE SCIENCE OF DEEPER THINKING: BOOST CRITICAL REASONING SKILLS

Knowledge and Practice: The Real Keys to Critical Thinking

Daniel T. Willingham, PhD, Cognitive Scientist; Professor of Psychology, University of Virginia; Author, "How to Teach Critical Thinking" (2019, *Education: Future Frontiers*), *Cognition: The Thinking Animal* (2019, 4th Edition), and *Why Don't Students Like School?* (2010)

Dispelling the Myths: Understanding Neuromyths and Misconceptions About Learning

Laura T. Germine, PhD, Assistant Professor of Psychiatry, Harvard Medical School; Co-Author, "Dispelling the Myth: Training in Education or Neuroscience Decreases but Does Not Eliminate Beliefs in Neuromyths" (2017, *Frontal Psychology*)

Brain Briefs: Do Schools Teach the Way Kids Learn and Think?

Arthur B. Markman, PhD, Professor of Psychology and Marketing, The University of Texas at Austin; Author, *Smart Change* (2014) and *Smart Thinking* (2012); Co-Author, *Brain Briefs: Answers to the Most (and Least) Pressing Questions About Your Mind* (2016)

How Does Education Shape Reasoning and the Brain?

Silvia A. Bunge, PhD, Professor of Psychology; Director, Building Blocks of Cognition Laboratory, University of California, Berkeley; Co-Author, "Eye Gaze Patterns Reveal How Reasoning Skills Improve With Experience" (2018, *Science of Learning*)

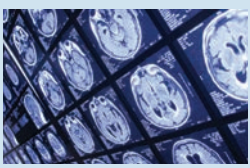
Boosting Cognitive Engagement and Critical Thinking in K-12 Classrooms

Rebecca Stobaugh, PhD, Associate Professor, School of Teacher Education, Western Kentucky University; Author, *50 Strategies to Boost Cognitive Engagement* (2019) and *Assessing Critical Thinking* (2013); Co-Author, *Critical Thinking in the Classroom: A Practitioner's Guide* (2018)

How to Be an Effective Skeptic: Critical Thinking Strategies to Evaluate Research-Based Practice

Andrew C. Watson, MEd, Founder/President of Translate the Brain; Blogger, LEARNING *& the* BRAIN® Blog; Author, *Learning Grows: The Science of Motivation for the Classroom Teacher* (2019) and *Learning Begins: A Teacher's Guide to the Learning Brain* (2017)

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



THURS., NOV. 21 – 2:00 PM, 3:00 PM, OR 4:00 PM; FRI., NOV. 22– 9:00 AM, 10:00 AM, OR 11:00 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 Center for Biomedical Imaging 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 (781) 449-4010 ext. 101 for availability. **(Space is limited. For conference registrants only.)**

CONFERENCE BEGINS AT 1:00 PM, NOVEMBER 22

SCHEDULE:

Friday, November 22	8:15 AM – 12:15 PM	Pre-Conference Workshops
Friday, November 22	1:00 PM – 6:00 PM	Conference Day 1
Saturday, November 23	8:15 AM – 5:30 PM	Conference Day 2
Sunday, November 24	8:30 AM – 3:00 PM	Conference Day 3



3) TEEN BRAINS: PROMOTE DEEPER SELF-REFLECTION & MOTIVATION

The Secret Life of the Teen Brain

Sarah-Jayne Blakemore, PhD, Professor of Cognitive Neuroscience; Deputy Director, UCL Institute of Cognitive Neuroscience Group, University College London; Author, *Inventing Ourselves: The Secret Life of the Teenage Brain* (2018); Co-Author, *The Learning Brain* (2005)

Adolescent Learning and Goal-Directed Behaviors: Developing Brain Advantages and Challenges

Juliet Y. Davidow, PhD, Postdoctoral Fellow, Department of Psychology and Center for Brain Science, Harvard University; Co-Author, "An Upside to Reward Sensitivity: The Hippocampus Supports Enhanced Reinforcement Learning in Adolescence" (2016, *Neuron*)

Deeper Learning: Transforming High School Education in the Twenty-First Century

Monica R. Martinez, PhD, Senior Advisor, XQ Institute; Presidential Appointee, White House Commission of Educational Excellence for Hispanics; Co-Author, *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century* (2018)

Metacognition, Mindsets, and Motivation: The Keys to Teaching College Students How to Learn

Saundra Y. McGuire, PhD, Director Emerita, Center for Academic Success; Former Professor of Chemistry, Louisiana State University; Author, *Teach Yourself How to Learn* (2018), *Teach Students How to Learn* (2015), and "Metacognition" (2014, *College Science Teaching*)

STEM Education: Using Labs to Teach Critical Thinking to Teens and Young Adults

Natasha G. Holmes, PhD, Assistant Professor, Department of Physics; Primary Researcher, Cornell Physics Education Research Lab, Cornell University; Co-Author, "Teaching Critical Thinking" (2015, *Proceedings of the National Academies of Sciences*)

What Stress Does to Memory, Monitoring, and Regulation of Learning in Teens and Adults

Ayanna K. Thomas, PhD, Associate Professor; Principal Investigator, Cognitive Memory and Aging Laboratory, Tufts University; Co-Author, "Reducing the Consequences of Acute Stress on Memory and Retrieval" (2017, *The Journal of Applied Research in Memory and Cognition*)

4) DIGITAL MINDS: USE TECHNOLOGY & PROJECTS FOR DEEPER INQUIRY

Deeper Learning for EVERY Student: Neuroscience, Technology, and Diversity

David H. Rose, EdD, Co-Founder and Chief Education Officer Emeritus, Center for Applied Special Technology (CAST); Lecturer, Harvard Graduate School of Education; Co-Author, *Universal Design for Learning: Theory and Practice* (2013)

Inquiry-Based Learning: Promoting Critical Thinking and Reflection Through Technology

Teresa L. Coffman, PhD, Professor of Education, University of Mary Washington; Author, *Inquiry-Based Learning* (2017), *Using Inquiry in the Classroom* (2013), and *Engaging Students Through Inquiry-Oriented Learning and Technology* (2009, 2nd Edition)

The Science of Learning: Mind, Brain, and Technology

John D. E. Gabrieli, PhD, Director, Integrated Learning Initiative, MIT; Co-Author, "Evidence of Stable Individual Differences in Implicit Learning" (2019, *Cognition*) and "Enhancing Workplace Digital Learning by Use of the Science of Learning" (2018, *PLoS ONE*)

Real-World Learning: Using Digital Tools and Projects for Deeper Learning

Rebecca Stobaugh, PhD, Associate Professor, School of Teacher Education, Western Kentucky University; Co-Author, *Real-World Learning Framework for Elementary Schools* (2017) and *Real-World Learning Framework for Secondary Schools* (2015)

Using Technology for Motivation, Transfer, and Deeper Learning

Christopher J. Dede, EdD, Professor of Learning Technologies, Technology, Innovation, and Education Program, Harvard Graduate School of Education; Author, "The Role of Digital Technologies in Deeper Learning" (2014, *Jobs for the Future*)

Using Learning Sciences to Understand How Making, Micro-Credentials, and Gamification Promotes Deeper Learning

Samuel Abramovich, PhD, Assistant Professor, Department of Learning and Instruction, Graduate School of Education, The State University of New York at Buffalo; Co-Author, "Taking Badges to School" (2016, *Computers & Education*)

Think Like Socrates: Create a Culture of Inquiry, Critical Thinking, and Deeper Learning

Shanna Peeples, MEd, Former Teaching Fellow; Doctoral Candidate in Educational Leadership, Harvard Graduate School of Education; 2015 "National Teacher of the Year" Winner; Author, *Think Like Socrates: Invite Wonder and Empathy Into the Classroom* (2019)

5) THE SCIENCE OF MEMORY & RETENTION: MAKE LEARNING STICK

Make Learning Stick

Mark A. McDaniel, PhD, Professor of Psychological and Brain Sciences; Principal Investigator, Memory and Complex Learning Lab., Washington University in St. Louis; Co-Author, *Make It Stick: The Science of Successful Learning* (2014); Co-Editor, *Prospective Memory* (2015)

Harnessing Successive Relearning: The Power and Pitfalls of Self-Regulated Strategies for Success

John T. Dunlosky, PhD, Professor, Department of Psychological Sciences; Director, Science of Learning and Education Center, Kent State University; Co-Author, "Investigating and Explaining the Effects of Successive Relearning on Long-Term Retention" (2018, *Experimental Psychology*)

Powerful Teaching: Unleash the Science of Learning

Pooja K. Agarwal, PhD, Cognitive Scientist; Former K-12 Teacher; Founder, RetrievalPractice.org; Author, *Powerful Teaching: Unleash the Science of Learning* (2019); Co-Author, "Benefits From Retrieval Practice Are Greater for Students With Lower Working Memory Capacity" (2017, *Memory*)

The State of the Onion: Peeling Back 20 Years of the Science of Learning and Instruction

David B. Daniel, PhD, Conference Chair; Professor of Psychology, James Madison University; 2013 "Transforming Education Through the Science of Learning" Award Winner; Co-Author, "Educational Neuroscience: Are We There Yet?" (2019, *Wiley Handbook on Education*)

Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity

LaTasha R. Holden, PhD, Provost's Postdoctoral Fellow in Psychology, Department of Psychology and Florida Center for Reading Research, Florida State University; Co-Author, "Working Memory Capacity and the Spacing Effect in Cued Recall" (2017, *Memory*)

A Historical Perspective of Memory Research and LEARNING *& the* BRAIN®

Kenneth S. Kosik, MD, Co-Founder, LEARNING *& the* BRAIN®; Co-Director, Neuroscience Research Institute, University of California, Santa Barbara; Author, *Outsmarting Alzheimer's: What You Can Do to Reduce Your Risk* (2017); Co-Author, *The Alzheimer's Solution* (2010)

6) THE SCIENCE OF LANGUAGE: HOW THE BRAIN LEARNS TO READ & SPEAK

The Reading Mind

Daniel T. Willingham, PhD, Cognitive Scientist; Professor of Psychology, University of Virginia; Author, *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads* (2017) and *Raising Kids Who Read: What Parents and Teachers Can Do* (2015)

The Science of Language: Why Language Learning Gets Harder As You Get Older

Joshua K. Hartshorne, PhD, Director, Language Learning Lab.; Assistant Professor of Psychology, Boston College; Co-Author, "A Critical Period for Second Language Acquisition: Evidence From 2/3 Million English Speakers" (2018, *Cognition*)

Dynamic Teaching for Deeper Reading

Vicki Vinton, MFA, Literacy Consultant in the New York Public Schools; Former Writing Instructor, Queens College/CUNY and New York University; Co-Author, *Dynamic Teaching for Deeper Reading: Shifting to a Problem-Based Approach* (2017) and *The Power of Grammar* (2005)

Bridging the Gap Between the Science of Reading and Best Classroom Practices

J. Richard Gentry, PhD, Independent Researcher; Educational Consultant; Former University Professor, Western Carolina University; Co-Author with Neuroscientist Dr. Gene P. Ouellette, *Brain Words: How the Science of Reading Informs Teaching* (2019)

How Language Begins: The Evolutionary Story of Humanity's Greatest Invention

Daniel L. Everett, ScD, Dean of Arts and Sciences; Professor of Sociology and Global Studies; Trustee Professor of Cognitive Science, Bentley University; Author, *How Language Began: The Story of Humanity's Greatest Invention* (2017) and *Language: The Cultural Tool* (2012)

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

FRIDAY, NOVEMBER 22, 2019 8:15 AM – 12:15 PM

Cost per person: $189. By advance registration only. (Select one of six. Add $30 if not also attending the conference.)

1. Empowering Students With Deeper Instruction (K-12)

This hands-on workshop will engage participants in learning about a framework on "Deeper Instruction" and viewing a video of powerful lessons from a range of classrooms that challenge, engage, and empower students. You will analyze the Deeper Instruction framework and will experience model lessons in subjects, such as history and mathematics, that embody Deeper Instruction. The presenters will discuss what you can do in your own classroom settings to raise standards and capacity for the quality of lessons and learning that students experience. **Ron Berger, MEd**, Chief Academic Officer, EL Education; Annenberg Foundation Teacher Scholar; and **Libby Woodfin, MEd**, Director of Publications, EL Education; Co-Authors, *Learning That Lasts: Challenging, Engaging, and Empowering Students With Deeper Instruction* (2016)

2. Engaging Brains: Tapping the Power of Emotion (6-12)

Research on the brain has shown that emotion plays a key role in learning, but how can educators apply that research in their day-to-day interactions with students? This workshop will explore how to design an environment for learning that makes material relevant, relatable, and engaging; that accommodates their tremendous brain variability by giving them multiple options for how to approach their learning; and that incorporates Universal Design for Learning (UDL) principles and guidelines. Discover how to use process-oriented feedback and other techniques to spark students' intrinsic motivation. **Allison Posey, EdM**, Curriculum Design Specialist, Center for Applied Special Technology (CAST); Former Teaching Fellow, Mind, Brain, and Education Program, Harvard Graduate School of Education; Author, *Engage the Brain* (2018)

3. The Science of Deeper Learning: How Teachers Re-Motivate Students by Understanding DE-Motivation (All Ages)

This workshop—lively, practical, grounded in psychology and neuroscience research—offers new ways to think about old questions. By understanding the forces that demotivate our students, you will learn how to convert both individual and group mindsets to motivational mindsets. This dual focus—the learning individual in the teaching environment—helps students discover their intrinsic motivation and achieve deeper learning. **Andrew C. Watson, MEd**, Former Classroom Teacher; Founder/President of Translate the Brain; Author, *Learning Grows: The Science of Motivation for the Classroom Teacher* (2019) and *Learning Begins* (2017)

4. The Neuropsychology of Deeper Memory (All Ages)

Dr. George McCloskey will describe the executive capacities (executive functions and executive skills) that students need to use when participating in instructional approaches that encourage deeper memory and improved classroom learning. He will discuss strategies that strengthen students' capacities for self-regulation, self-realization, and self-determination so that they are better prepared to access and benefit from classroom instruction that leads to increased learning and deeper memory. **George McCloskey, PhD**, Professor and Director, School Psychology Research, Department of Psychology, Philadelphia College of Osteopathic Medicine; Author, *McCloskey Executive Functions Scales (2015)* and *Essentials of Executive Function Assessment* (2010)

5. The Cognitive Neuroscience of Reading and Intervention (PreK-12)

In this workshop, Drs. John Gabrieli and Joanna Christodoulou will discuss the latest research, unravel the neuroscience behind learning and reading disabilities, and, ultimately, show how to convert that understanding into new and better education interventions—a sort of translational medicine for the classroom. **John D.E. Gabrieli, PhD**, Director, Integrated Learning Initiative; Professor of Brain and Cognitive Sciences, Massachusetts Institute of Technology; Co-Author, "Cognitive Neuroscience of Dyslexia" (2018, *Language, Speech, and Hearing Services in Schools*); and **Joanna A. Christodoulou, EdD**, Assistant Professor at the MGH Institute of Health Professions; Lecturer, Harvard Graduate School of Education; Research Affiliate, Massachusetts Institute of Technology

6. Deeper Thinking, Active Learning: Making Thinking Visible in All Classrooms (All Ages)

During this workshop, you will have an opportunity to try out several thinking routines with a variety of curricular materials followed by a whole-group discussion. Jessica Ross will provide you with an introduction to the research background of a deeper thinking framework and teach you about the concept of dispositions fostered through routines. She will discuss the design of thinking routines embedded into the curriculum and the notion of enculturating the language of thinking. **Jessica Ross, MEd**, Senior Practitioner Specialist; Project Manager, Agency by Design, Project Zero, Harvard Graduate School of Education; Former Teacher; Co-Author, *Maker-Centered Learning* (2016)

EVENTS

20TH ANNIVERSARY CELEBRATION – WINE & CHEESE RECEPTION

FRIDAY, NOVEMBER 22 from 6:00 PM - 7:00 PM — Free and Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds and to enjoy music and wine and cheese. Sponsored by **THE DANA ALLIANCE FOR BRAIN INITIATIVES. Advance registration required on the registration form.**

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