

## Schedule of Conference

### Translating Mind, Brain and Education Across Disciplines, Cultures and Contexts May 30-June 1, 2013

THURSDAY, MAY 30, 2013	
8h30-9h30	EARLY Registration (Pre-conference participants)
9h30-11h00	<p>Pre-Conference: “The Basics of MBE for Educators Part I” (Mary Helen Immordino-Yang and Tracey Tokuhama-Espinosa)</p> <p><i>Mary Helen Immordino-Yang, EdD is an affective neuroscientist and human development psychologist who studies the neural, psychophysiological and psychological bases of social emotion, self-awareness and culture and their implications for development and for schools. She is an Assistant Professor of Education at the Rossier School of Education, an Assistant Professor of Psychology at the Brain and Creativity Institute, and a member of the Neuroscience Graduate Program Faculty at the University of Southern California. She was formerly a postdoctoral fellow at USC under the mentorship of Robert Rueda and Antonio Damasio.</i></p> <p><i>Tracey Tokuhama-Espinosa, PhD, is Director of the Institute for Teaching and Learning at the University of San Francisco in Quito, and author of three books on Mind, Brain, and Education science. She specializes in translating information from neuroscience and cognitive psychology manageable, useable knowledge for teachers and works closely with school administrators and educators around the world to analyze their needs in order to maximize the potential of all students. Tracey studied her undergraduate degrees at Boston University (BA and BS, magna cum laude), her Master’s of Education at Harvard University and her doctorate at Capella University.</i></p>
11h00-11h25	COFFEE BREAK (provided by the congress)
11h30-13h30	<p>Pre-Conference: “The Basics of MBE for Educators Part II” (Mary Helen Immordino-Yang and Tracey Tokuhama-Espinosa)</p> <p>LUNCH (not provided by the congress)</p>
14h00-15h30	REGULAR Registration
14h15-15h15	”Neuromyths: What NOT to Apply in the Classroom” (Alfred Sholl Franco)

	<i>Alfred Sholl-Franco, PhD, is a Adjunct Professor of Neurobiology at the Universidade Federal do Rio de Janeiro where he studied Biophysics and Neurobiology. He is Coordinator of the Museum of Cognitive Sciences for Children, their families and schools, and specializes in science communication with teachers and schools.</i>
15h30-15h45	<p>OPENING: Carlos Montúfar, President of USFQ</p> <p><i>Carlos Montúfar, PhD is the President and co-founder of the Universidad San Francisco de Quito. Carlos studied Physics at Notre Dame and is a visionary in Ecuadorian Education, heading not only USFQ, but also the Colegio Menor, a Liberal Arts-based PK-12 school.</i></p>
15h45-16h00	Review of Program, instructions for rest of conference, questions, presentation of conference team: Claudia Tobar
16h00-16h30	<p>WELCOME: Marc Schwartz, President, IMBES</p> <p><i>Marc Schwartz, EdD is the Director of the Southwest Center for Mind Brain and Education of the University of Texas, Arlington. Marc celebrates “the birth of a field and the rebirth of the laboratory school” in this welcoming address. He the current President of the International Mind, Brain, and Education Society.</i></p>
16h30-17h40	<p>KEYNOTE: Paul Howard-Jones <b>Brains, Technology and Learning</b></p> <p><i>Our children are at the forefront of a technology revolution and this has raised questions about what their digital lifestyle may be doing to their brains. In particular, video games have attracted the attention of both critics and enthusiasts for their potential to engage young minds. There are at least two different views on the value of computer games for children’s development and learning: they may either provide a threat or an opportunity. Insights from neuroscience are providing some clues as to why video games are so engaging and research suggests that, unlike most other types of technology, they may be indeed be a “special” environmental influence. In this lecture, it will be argued that the same neural and cognitive processes underlie both the more negative and the more positive potential of video games, and that we need to understand more about these processes to ensure they benefit, rather than disrupt, our children’s education and development. Recent research that investigates the neural mechanisms of gaming, and attempts to apply such understanding in the classroom, will be presented and discussed.</i></p>

<b>FRIDAY, MAY 31, 2013</b>	
Friday am 8:30 -9:30	<p>KEYNOTE: Ken Koedinger “What Does MBE Look Like in a Classroom?”</p> <p><i>Ken Koedinger, is a PhD in Cognitive Psychology, and has experience teaching in the urban high school setting. This multidisciplinary background supports his research goals of understanding human learning and creating educational technologies that increase student achievement. He has developed computer models of student thinking and learning that are used to guide the design of educational materials, practices and technologies. These cognitive models provide the basis for an approach to educational technology called “Cognitive Tutors”. The Cognitive Tutorials for mathematics, science, and language have been tested in the laboratory and also used as parts of real courses.</i></p>
9:30-9:45	COFFEE BREAK (provided by the congress)

		<b>Concurrent Session: Symposia 1</b>	<b>Concurrent Session: Symposia 2</b>	<b>Concurrent Session: Workshop 1</b>	<b>Concurrent Session: Workshop 2</b>	<b>Concurrent Session: Symposia 3 (Spanish)</b>
		<p><b>Topic:</b> Executive Functions</p> <p><b>Overview:</b> <i>This symposium focuses on Executive Functions: Development, biological underpinnings, and implications for learning and education.</i></p> <p><b>Symposia Leader:</b> Anna Fisher</p> <p><i>Anna Fisher's undergraduate training was at the Moscow Pedagogical State University, where she graduated with a BS degree in Early Childhood Education and Psychology. She went on to earn a Master's degree in Early Childhood Education and a PhD in Cognitive Psychology from the Ohio State University. Dr. Fisher's research interests focus on the development of reasoning skills and attention capacities of preschool-age children. The U.S. National Institutes of Health and the Institute support Dr. Fisher's research for Education Sciences.</i></p> <p><b>Panel:</b> Adele Diamond</p>	<p><b>Topic:</b> Reading: Dyslexia</p> <p><b>Overview:</b> <i>This symposium will discuss the current edges of our knowledge concerning specific reading disabilities. While we understand more about the cognitive underpinnings of reading disabilities than ever before and evidence-based intervention programs have been shown to be effective for many students, critical questions remain unanswered. One question concerns the variability of children's response-to-intervention – what factors determine optimal response? Is it possible to predict response to intervention from a child's neural blueprint? Another question concerns the changing face of reading and writing in the light of emerging digital technologies. How does technology change the cognitive demands of literacy – might some difficulties be ameliorated, while others are exacerbated?</i></p> <p><b>Symposia Leader:</b> Jenny Thomson</p> <p><i>Jenny Thomson researches and teaches in the field of literacy and literacy difficulties. Her work uses both behavioral and neuroscientific (ERP/tDCS) tools to study the identification and</i></p>	<p><b>Topic:</b> Math Education: Understanding Algebra</p> <p><b>Overview:</b> <i>The workshop focuses on the both the tools developed by SERP in 5 districts to support the teaching and learning of algebra skills.</i></p> <p><b>Workshop Leader:</b> Juliana Pare-Blagoev</p> <p><i>Juliana Paré-Blagoev (EdD), a founding board member of IMBES, is currently the Director of the SERP-MSAN Field Site and Assistant Director of the SERP Institute. Her early work focused on skill and language learning in children using a combination of brain and behavioral measures. At SERP she is building on a deep interest in fostering connections between educationally relevant research and educational practice. Dr. Paré-Blagoev moved to the SERP Institute. At SERP, she also collaborates across disciplines and across the divide of research and practice.</i></p> <p><b>Facilitator:</b> Bruno della Chiesa</p>	<p><b>Topic:</b> Science Education</p> <p><b>Overview:</b> <i>How can we promote students' understanding of abstract and complicated scientific contents? This workshop focuses on implementing cognitively activating forms of learning including, e.g. inventing with contrasting cases, holistic mental model confrontation, prompting self-explanations or asking metacognitive questions for teaching demanding topics in chemistry, mathematics and physics. At the MINT learning center of the Swiss Federal Institute of Technology in Zurich (ETH), scientists and teachers are closely cooperating to develop teaching units on the basis of recent empirical research on learning and instruction. These teaching units also contain specific pre- and posttests, in order to examine students' prior knowledge, and to measure their learning progress. In this workshop, many examples of concrete implementations of cognitively activating forms of learning in differential calculus, mechanics, thermodynamics, and the chemistry of intermolecular powers will be presented. It is thoroughly plausible that the gains from the described</i></p>	<p><b>Focus:</b> Neuroscience</p> <p><b>Overview:</b> <i>New knowledge in Neuroscience in the last decades can significantly impact education on the schools. Among this new knowledge we can include aspects of neuro-plasticity, sleeping, perception and attention. How readily is this knowledge transferable to the classroom?</i></p> <p><b>Leader:</b> Pedro Maldonado</p> <p><i>Has a PhD in Medical Sciences from the University of Pennsylvania, Philadelphia, USA. He has worked at the University of Miami and the University of California. He is a member of the Society of Neuroscience. He has more than 20 publications and serves, as a scholar at the program is biophysics and physiology and the Biomedical Science Institute of the Universidad de Chile (ICBM).</i></p> <p><b>Panelist:</b> Carlos Novo</p> <p><i>Carlos Novo has a master's degree in Neuroscience and Psychology from the Neuroscience and Psychology</i></p>
9:45-11:10						
9:45-12:30						

	<p>11:20 - 12:30</p>	<p>remediation of reading and writing difficulties. Current projects are exploring the impact of new digital technologies upon literacy processes and performance.</p> <p>Dr. Thomson received her Ph.D. in Child Health at University College London, UK, under the supervision of Professor Usha Goswami. She has been a Marie Curie Fellow at the University of Jyvaskyla, Finland and a Junior Research Fellow at Wolfson College, Cambridge, UK. Dr. Thomson is also a clinically certified Speech-Language Pathologist and an Oral and Written Language Specialist at the Learning Disabilities Program, Childrens Hospital Boston.</p> <p><b>Panel:</b> Joanna Christodoulou</p>			<p>learning units can be increased if students are already equipped with prior conceptual knowledge they can build on. Therefore, in the MINT learning center we also promote the learning of basic concepts in physics in elementary school children, and in longitudinal studies we test the effects on later learning.</p> <p><b>Workshop Leader:</b> Ralph Schumacher</p> <p>Dr. Ralph Schumacher is working as a research scientist at the Institute for Behavioral Sciences at the Swiss Federal Institute of Technology in Zurich. He received his Doctoral degree in Philosophy at the Ludwig-Maximilians University Munich, and has a habilitation in Philosophy at the Humboldt-University Berlin. His areas of specialization are cognitive development and learning, brain and learning, theories of consciousness, and perception. He has worked on research projects related to self-regulated learning at the Mathematics, Informatics, Natural Science and Technology (MINT).</p> <p><b>Facilitator:</b> Karen Norris</p>	<p>Institute of Chile and is the founder and owner of Neuroscopic Integrative NeuroDiagnostics in Monterrey, Mexico. His research focuses on Bio-neuro-feedback.</p>	<p><b>Facilitator:</b> Renata Menezes Rosat</p> <p><b>Distinguished Educator:</b> Mariano Sigman</p> <p>Mariano Sigman is the President of the Integrative Neuroscience Laboratory at the University of Buenos Aires in the Department of Physics. Mariano is author of the first book in Spanish on Mind, Brain, and Education, published in 2010. He earned his PhD at New York University and has conducted research with</p>
		<p><b>Facilitator:</b> Samantha Daley</p> <p>Samantha G. Daley is a Researcher Scientist at CAST, a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning. She investigates the relationship between emotions and cognitive performance of students, particularly those with learning disabilities and focuses on the role of emotions in learning activities and how to design instruction to reflect the relationship between</p>	<p><b>Facilitator:</b> Helen Abadzi</p> <p>Helen Abadzi is a Greek psychologist, who has worked since 1987 as a senior education specialist at the World Bank. She got her PhD in psychology from the University of Texas at Arlington in 1983. She explores cognitive neuroscience applications that may improve the education of students in low-income countries.. Her publications and presentations worldwide helped raise early-grade reading fluency to a high-level international priority.</p>				

		<p><i>emotions and cognition in learning.</i></p> <p><b>Distinguished Educator:</b> Alfred Sholl Franco</p> <p><i>Alfred Sholl-Franco, PhD is a Adjunct Professor of Neurobiology at the Universidade Federal do Rio de Janeiro where he studied Biophysics and Neurobiology. He is Coordinator of the Museum of Cognitive Sciences for children, their families and schools, and specializes in science communication with teachers and schools.</i></p>	<p><b>Distinguished Educator:</b> Ana Lucía Campos</p> <p><i>Ana Lucia Campos is an Educator with Master's degree in Neuroscience, Psychobiology and Cognitive Neuroscience from and serves as the General Director and researcher at CEREBRUM, the Latin American Centre for Neuroscience, Education and Development.</i></p>			Stanislas Dehaene.
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<b>Friday May 31, 2013- Afternoon</b>						
12:30-14:00	<b>LUNCH (not provided by the congress)</b>					
13:00-14:00	Lunch Hour /Poster Presentations Organizer: Jenny Thomson					
	<b>Concurrent Session: Symposia 1</b>	<b>Concurrent Session: Symposia 2</b>	<b>Concurrent Session: Workshop 1</b>	<b>Concurrent Session: Workshop 2</b>	<b>Concurrent Session: Poster Presentations</b>	
14:00-	<p><b>Topic:</b> Math processing</p> <p><b>OVERVIEW:</b> <i>This symposium will consider recent findings from brain and mind on the typical and atypical development of numerical and arithmetic skills. Presenters will consider the factors that lead some children to have specific</i></p>	<p><b>Topic:</b> Cognitive Models of the Human Mind and their Impact on Education</p> <p><b>OVERVIEW:</b> <i>In the past decades, psychology has made considerable progress in better understanding human learning and cognitive</i></p>	<p><b>Topic:</b> Attention</p> <p><b>OVERVIEW:</b></p> <p><b>Workshop Leader:</b> Erik Pakulak</p>	<p><b>Topic:</b> Reading</p> <p><b>OVERVIEW:</b></p> <p><b>Workshop Leader:</b> Samantha Daley</p>	<p><b>Organizer:</b> Jenny Thomson</p>	

<p>14:00 - 16:45</p>	<p>15:30</p>	<p><i>difficulties in the acquisition of arithmetic skills (also known as 'Developmental Dyscalculia'). Presenters will draw on both behavioral and brain-imaging data to consider what causes math learning difficulties, whether there are specific brain-level deficits associated with such developmental deficits and the degree to which these can be ameliorated through interventions and how remediation programs change brain function.</i></p> <p><b>Symposia Leader:</b> Daniel Ansari</p> <p><i>Daniel Ansari is an Associate Professor at Western University in London, Ontario, Canada. He also serves as the Canadian Researcher Chair in Developmental Cognitive Neuroscience in the Department of Psychology and as a faculty member in the Graduate Program in Neuroscience. He received his bachelor's degree in Psychology from the University of Sussex at Brighton in the United Kingdom and is the president-elect of IMBES.</i></p> <p><b>Panel:</b> Denes Szucs Miriam Rosemberg-Lee</p>	<p><i>functioning. Theoretical models of the interaction between individual resources and the information and stimulation provided by the environment have been established which can inform educational decisions. In this symposium, we will concentrate on three perspectives of modeling the human mind: The universal perspective on human reasoning with a focus on analogical comparison (Esther Ziegler), the developmental perspective on cognitive growth in childhood (Kevin Miller), and the differential perspective on the impact of general intelligence and specific knowledge on academic performance (Elsbeth Stern). A brief overview on fundamental debates as well as on landmark empirical findings will be given for each of the three perspectives. Despite the progress in research on cognitive functioning, there is still a wide gap between what psychology has ascertained and how these findings do inform daily classroom practice. On the one hand, schools are at least partly governed by traditions that are in conflict with well accepted principles of human learning and functioning. On the other hand, findings from research on learning and instruction hardly ever go along with clear practical implications, and therefore may be more confusing than helpful for teachers. How insights from Psychology should be integrated in teacher education programs at universities, and how they have</i></p>	<p><i>Erik Pakulak is a PhD in Psychology and a Research Associate in the Brain Development Lab in University of Oregon. His research interests concern brain mechanisms important for language processing, and in particular syntactic processing. His primarily area of interested is how language systems and their development are dependent on language experience and proficiency.</i></p> <p><b>Facilitator:</b> Doris Alvarez</p> <p><i>Doris Alvarez, PhD, is Director of the Educator Network-Temporal Dynamics of Learning Center at the University of California San Diego. She holds a doctorate in Education from Claremont Graduate School and has worked in a variety of education administration posts, from founding principal, to counselor and educational consultant.</i></p>	<p><i>Samantha G. Daley is a Researcher Scientist at CAST, a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning. She investigates the relationship between emotions and cognitive performance of students, particularly those with learning disabilities and focuses on the role of emotions in learning activities and how to design instruction to reflect the relationship between emotions and cognition in learning.</i></p> <p><b>Overview:</b></p> <p><i>Universal Design for Learning (UDL) provides a framework for educational decision-making and instructional design that draws from knowledge across the domains of neuroscience, the broader learning sciences, and emerging technologies to shape instruction that meets the variability of all learners. This session will provide an overview of the UDL framework, its application in instructional design, and the research methods that CAST uses from a perspective of emphasizing variability. Participants will have the opportunity to 1) apply the conceptual framework of UDL in the</i></p>	
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		<p>to be adapted for professional development programs will be discussed.</p> <p><b>Symposia Leader:</b> Elsbeth Stern</p> <p><i>Elsbeth Stern is a cognitive psychologist with special focus on academic learning in science and mathematics. After her PhD in 1987 at the University of Hamburg she held positions at the Max-Planck-Institute for Psychological Research in Munich, the University of Leipzig, and the Max-Planck-Institute for Human Development in Berlin. Since October 2006 she serves as full professor of Research on Learning and Instruction at ETH(Federal Institute of Technology) Zurich where she is head of the teacher education program.</i></p> <p><b>Panel:</b> Kevin Miller</p>			<p>context of educational activities they have used previously in their own work, and 2) try from both an educator and a student perspective ,some of the technology-based tools CAST has developed. Among the tools to be considered is CAST's Bookbuilder (<a href="http://bookbuilder.cast.org/">http://bookbuilder.cast.org/</a>), which enables both educators and students to create, share, publish, and read universally designed books that engage and support diverse learners according to their individual needs, interests, and skills. The Bookbuilder interface is available in English, Spanish and Portuguese. Educators, students, and parents around the world have used Bookbuilder. The public library currently includes over 3000 books in English and more than 200 books in Spanish, Portuguese, and a variety of other languages.</p> <p><b>Facilitator:</b> Helen Abadzi</p> <p><i>Helen Abadzi is a Greek psychologist, who has worked since 1987 as a senior education specialist at the World Bank. She got her psychology PhD from the University of Texas at Arlington in 1983. She explores cognitive neuroscience applications that may improve the education of students in low-income countries.. Her publications and presentations worldwide</i></p>	
		<p><b>Facilitator:</b> Lysandra Sinclair-Harding</p> <p><b>Distinguished Educator:</b> Karen Norris</p> <p><i>Karen Norris is a passionate advocate for high-quality</i></p>	<p><b>Facilitator:</b></p> <p><b>Distinguished Educator:</b> Mariano Sigman</p> <p><i>Mariano Sigman is the President of the Integrative Neuroscience Laboratory at the University of Buenos Aires in the Department of Physics. Mariano is author of</i></p>			

		<p>education for urban children. An accomplished educator, Norris has taught in elementary school and collegiate environments in Dallas, Texas. A native of Belize, Norris earned her Ph.D. from the University of North Texas with a focus on curriculum, instruction and administration. She currently directs the on-going curriculum development and teacher reflection discussions at J. Erik Jonsson Community School, a program of Salesmanship Club Youth and Family Centers (SCYFC), and the SCYFC's educational outreach with public and private schools, colleges and universities.</p>	<p>the first book in Spanish on Mind, Brain, and Education, published in 2010. He earned his PhD at New York University and has conducted research with Stanislas Dehaene.</p>		<p>helped raise early-grade reading fluency to a high-level international priority.</p>	
16:45-17:00	COFFEE BREAK (provided by the congress)					

	<b>Friday May 31, 2013- Late Afternoon</b>					
17:00-18:30	<p><b>General Panel:</b> Bruno della Chiesa (moderator)</p> <p>Practice, Research and Policy Advances in MBE in the Americas</p> <p><b>Peru y Chile</b> (Ana Lucía Campos); <b>Argentina:</b> TBD; <b>Brazil</b> (Renata Menezes Rosat); <b>Ecuador</b> (Tracey Tokuhama-Espinosa); <b>Mexico</b> (Carlos Novo); <b>USA</b> (Marc Schwartz)</p> <p><b>Ana Lucia Campos:</b> the General Director and researcher at CEREBRUM, the Latin American Centre for Neuroscience, Education and Development.</p> <p><b>Renata Menezes:</b> Universidade Federal do Rio Grande do Sul, co-founder of the Brazilian Educational Neuroscience Society</p> <p><b>Tracey Tokuhama:</b> Director of the Institute for Teaching and Learning at the Universidad San Francisco de Quito, Ecuador</p> <p><b>Carlos Novo:</b> Founder and owner of Neuroscopic Integrative NeuroDiagnostics in Monterrey Mexico.</p> <p><b>Marc Schwartz:</b> Director of the Southwest Center for Mind Brain and Education of the University of Texas, Arlington and President of the International Mind, Brain, and Education Society.</p>					



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SATURDAY, JUNE 1, 2013					
8:30-9:30	<p><b>KEYNOTE:</b> Mary Helen Immordino-Yang “Embodied brains, social minds: Neurobiological and developmental perspectives on social emotions”</p> <p><i>Mary Helen Immordino-Yang, EdD is an affective neuroscientist and human development psychologist who studies the neural, psychophysiological and psychological bases of social emotion, self-awareness and culture and their implications for development and for schools. She is an Assistant Professor of Education at the Rossier School of Education, an Assistant Professor of Psychology at the Brain and Creativity Institute, and a member of the Neuroscience Graduate Program Faculty at the University of Southern California. She was formerly a postdoctoral fellow at USC under the mentorship of Robert Rueda and Antonio Damasio.</i></p>				
9:30-9:45	COFFEE BREAK (provided by the congress)				
	<b>Concurrent Session: Symposia 1</b>	<b>Concurrent Session: Discussion Session</b>	<b>Concurrent Session: Workshop 1</b>	<b>Concurrent Session: Workshop 2</b>	<b>Concurrent Session: Workshop (Spanish)</b>
9:45-11:10	<p><b>Topic:</b> The Development of Magnitude Estimation: Implications for Teaching Measurement, Proportional Reasoning and Fractions</p> <p><b>Overview:</b> <i>This symposium will include three speakers, who will provide an overview of the development of magnitude estimation and discuss the educational</i></p>	<p><b>Topic:</b> Challenges to Translation in MBE</p> <p><b>Panel Facilitator:</b> Marc Schwartz</p> <p><b>Panel:</b> Bruno Della Chiesa Ana Lucía Campos Elsbeth Stern Paul Howard-Jones</p>	<p><b>Topic:</b> Building Interactions Between Educators and Scientists: a Symbiotic Relationship</p> <p><b>Overview:</b> <i>Frequently, when scientists approach schools to conduct research, schools are often reluctant because they see no immediate gain. Additionally,</i></p>	<p><b>Topic:</b> Emotions and Social Cognition</p> <p><b>Overview:</b> <i>As cognitive neuroscience continues its relentless pursuit of unearthing biological explanations for how the brain adapts and learns, teachers carry the responsibility for developing young minds. The challenge for educators is to understand the relevance and implications of</i></p>	<p><b>Focus:</b> Literacy</p> <p><b>Leader:</b> Helen Abadzi</p> <p><i>Helen Abadzi is a Greek psychologist, who has worked since 1987 as a senior education specialist at the World Bank. She got her psychology PhD from the University of Texas at Arlington in 1983. She explores cognitive neuroscience applications that may improve</i></p>

<p>9:45-12:30</p>		<p><i>implications of recent research on this topic. Magnitude estimation refers to estimation of amount in terms of several different dimensions, which are formally distinct but often correlated in the real world, including length, distance, number, time, perimeter, area, volume, weight, mass, speed and more.</i></p> <p><b>Symposia Leader:</b> Nora Newcombe</p> <p><i>Nora S. Newcombe, PhD is a professor of Psychology at Temple University and primary investigator of the Spatial Intelligence and Learning Center (SILC) headquartered at Temple and involving Northwestern, the University of Chicago and the University of Pennsylvania as primary partners. Dr. Newcombe was educated at Antioch College, where she graduated with a major in psychology in 1972; and at Harvard University, where she received her Ph.D. In Psychology and Social Relations in 1976. She taught previously at Penn State University.</i></p> <p><b>Panel:</b> Susan Levine Kelly Mix</p> <p><b>Facilitator:</b> Juliana Pare-Blagoev</p>	<p><b>Ken Koedinger</b></p>	<p><i>educators from disciplines outside of science have little contact with scientists and especially neuroscientists. Much of the information they receive about neuroscience is translated through commercial enterprises. This presentation will describe a unique approach to building interactions between educators from all levels and subject disciplines and cognitive/neuroscientists. The process of creating ongoing relationships with one another has led to a research project in the schools that benefits high school students and their teacher directly through their direct involvement in the data collection. Both of these projects will be described and participants will have an opportunity discuss how these approaches might be translated to their respective schools. Challenges, opportunities and steps that can be taken to join neuro/cognitive scientists and educators will be discussed.</i></p> <p><b>Workshop Leader:</b> Doris Alvarez</p> <p><i>Doris Alvarez, PhD, is Director of the Educator Network-Temporal Dynamics of Learning Center at the University of California San Diego. She holds a doctorate in Education from Claremont Graduate School and has worked in a variety of education administration posts, from founding principal, to counselor and educational consultant.</i></p>	<p><i>neuroscience for the teaching and learning in their classroom.</i></p> <p><i>With a demonstration from affective neuroscience, this workshop will demonstrate a framework for generalizing fundamental scientific research using naturalistic techniques for real-world classroom context. Participants will be invited to consider laboratory evidence relevant to the classroom and investigate the implications, opportunities and limitations for their unique teaching and learning environment.</i></p> <p><b>Workshop Leader:</b> Lysandra Sinclair-Harding</p> <p><i>For more than twenty years, Lysandra Sinclair-harding has worked alongside children with complex emotions and behaviors. She is a teacher and mentor to children coping with anxiety and stress in school or with conduct, oppositional defiance &amp; attention deficit problems. Alongside her ongoing teaching practice, she also provides in-school workshop training in the UK and to student teachers at Birkbeck College, University of London where she is permanently appointed. Lysandra challenges practitioners and researchers to better understand the psychological basis from which to support the children who require the secure sanctuary, resilience and socio-emotional confidence from which to achieve successful learning experiences. In her doctoral research, funded by</i></p>	<p><i>the education of students in low-income countries. Her publications and presentations worldwide helped raise early-grade reading fluency to a high-level international priority.</i></p> <p><b>Overview</b></p> <p><i>The workshop will present how people become fluent readers in various languages and scripts. It will focus on how to make literacy acquisition more efficient in Latin America, particularly for lower-income populations of children and adults. Some neurocognitive variables related to textbook formatting will also be presented. The concepts will be illustrated through classroom videos from various countries.</i></p>
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		<p><b>Distinguished Educator:</b> Marcus Baldo</p> <p><i>Marcus Baldo is has a PhD in Human Physiology from the Institute of Biomedical Sciences, University of Sao Paulo, and did his postdoctoral studies at the University of California, Berkeley. He is an Associate Professor at ICB-USP (Institute of Biomedical sciences) in the Department of Physiology and Biophysics, where he coordinates the Laboratory of Sensory Physiology and is dedicated to the neurophysiology of perception. He was President of the Brazilian Society of Neuroscience and Behavior (SBNc) 2008-2011 and served as Secretary General of the of the Federation of Latin American Neuroscience (FALAN) between 2009-2011.</i></p>		<p><b>In conjunction with:</b> Victor Mincez</p> <p><i>Ph.D. in Computational Neurobiology from UCSD, participant in the Gamelan Project, a study in synchrony and attention.</i></p>	<p><i>the University of Cambridge, she is developing a model from which neuro-psychological findings on emotion reactivity and regulation can be investigated in the classroom, with a view to enhancing assessment and improving support for children with manifest emotion and behavior problems.</i></p> <p><b>Facilitator:</b> Karen Norris</p> <p><i>Karen Norris is a passionate advocate for high-quality education for urban children. An accomplished educator, Norris has taught in elementary school and collegiate environments in Dallas, Texas. A native of Belize, Norris earned her Ph.D. from the University of North Texas with a focus on curriculum, instruction and administration. She currently directs the on-going curriculum development and teacher reflection discussions at J. Erik Jonsson Community School, a program of Salesmanship Club Youth and Family Centers (SCYFC), and the SCYFC's educational outreach with public and private schools, colleges and universities.</i></p>	
12h30-13h30	<p>Closing Session with the Experts (ALL SPEAKERS)</p> <p>Launch of new interactive web site in Spanish and Portuguese for Latin America to share high-quality information on MBE topics (recommended readings, links to conferences in the region, who-is-who list by country, etc.)</p>					
13h30	<p>Closing remarks. Awarding of certificates to participants.</p>					

