

SPRING CONFERENCE **BRAIN, MEMORY, LEARNING**

What Neuroscience Tells Us About Improving Student Achievement

In recent years, there have been remarkable advances in our understanding of how the brain works. Much of this knowledge has direct implications for educational programs, classroom instruction, and student learning. Brain research offers ideas on the best environment to facilitate memory and learning, how to productively engage learners, how to develop critical and creative thinking in students, and how to operationalize these ideas in the classroom. This conference welcomes two internationally acclaimed neuroscientists/educators who will facilitate an exploration of what neuroscience is currently telling us.

March 26, 2012 - College of Mount St. Vincent, Riverdale, NY

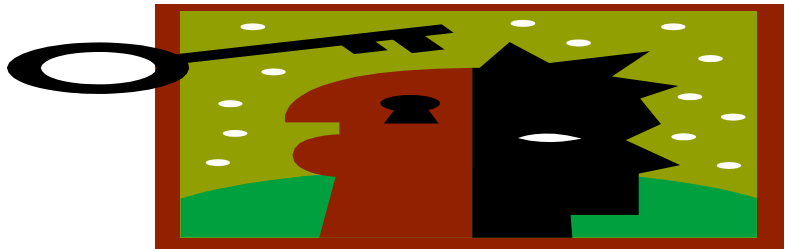
11:30 - 12:30 - Registration and Lunch

12:30 - 3:00 - Keynote Address: Dr. Daniel Willingham

"What Every Teacher Should Know About the Brain, Memory, and Critical Thinking."

How can we help students develop essential critical thinking skills? Cognitive science and practical experience tell us that this is one of the greatest challenges teachers face. But there is also good reason to be optimistic. In this talk, Dr. Willingham will analyze in detail what makes critical thinking so difficult, highlighting the ways in which it is intertwined with subject knowledge and memory. He will also explore strategies that teachers can use to make it easier for students to gain that subject knowledge, remember it, use it, and think critically about and with it. Most importantly, he will examine how teachers can teach students to use these strategies themselves.

Presenter: Dr. Daniel Willingham is currently Professor of Psychology at the University of Virginia, where he has taught since 1992, after having earned his Ph.D. in Cognitive Psychology from Harvard University. His early research focused on the brain basis for learning and memory. Today, all of his research concerns the application of cognitive psychology to K - 12 education. He writes the "Ask the Cognitive Scientist" column for *American Educator* magazine, and is an Associate Editor of *Mind, Brain, and Education*. The author of *Why Don't Students Like School*, his writings have been translated into ten languages.



March 27, 2012 - College of Mount St. Vincent, Riverdale, NY

8:30 - 9:00 - Registration and Breakfast

9:00 - 3:00 - Workshop: Dr. Judy Willis (12:00 - 1:00 Lunch)

"Using Neuroscience in the Classroom to Maximize Student Engagement and Potential"

After a review of current research on how information is processed by the brain to become knowledge, Dr. Willis will lead participants through an examination of teaching strategies that increase students' attentive focus, reduce debilitating classroom stressors, build positive motivation for learning, and promote active participation. Workshop topics include the following:

- Getting and Keeping Attention
- Making Memories That Stick: Activating and Sustaining the Brain's Patterning System to Encode New Learning into Memory
- Maximizing Long-Term Memory and Neuroplasticity
- Mental Manipulation Activities to Make Sure "Practice Makes Permanent"
- Using Mistakes to Produce Stronger, Accurate Memory
- The Executive Function System of Higher Order Cognitive Processing

Dr. Willis will model a number of concrete techniques that will keep participants actively engaged throughout the workshop. Participants will leave this workshop with the neuroscience understanding and ready-to-use classroom strategies that will effectively facilitate the passage of information through students' brain filters into neural networks of the highest thinking brain.

Presenter: Dr. Judy Willis is an adjunct faculty member at the Graduate School of Education, UC Santa Barbara. She earned her medical degree in neurology from UCLA and practiced for 15 years before returning to school for her teaching credentials. She then taught in elementary and middle school for 10 years. She is an authority on brain research regarding learning and the brain. With a unique background as both a neurologist and classroom teacher, she writes extensively for professional journals and has authored six books on applying brain research to classroom teaching, including the ASCD top seller, *Research-based Strategies to Ignite Student Learning*.

REGISTRATION INFORMATION

Educators from Public School Districts and Private Schools, and Individuals paying their own registration fee must register directly with GRAZMOR ASSOCIATES, Inc. using this Registration Form. Registration Forms must be accompanied by a Purchase Order, School District Check, or Personal Check or Money Order. Contact James Morgan of GRAZMOR ASSOCIATES at 914 831-8058 with questions about registration.

BRAIN, MEMORY, LEARNING:

What Neuroscience Tells Us About Improving Student Achievement

March 26 and 27, 2012, The College of Mount Saint Vincent, Riverdale, NY

(Please PRINT *all* information clearly and completely to avoid delay in registration.)

School District _____

School Name _____

Contact Person _____

Phone _____

E-Mail _____

Name	School Address	E-mail Address (print clearly)

Workshop Fee: \$ 345.00 per person (includes meals)

Amount enclosed \$ _____

(Payment authorization or actual payment must be included to confirm registration. Please enclose School District Check, Purchase Order, Personal Check/Money Order payable to GRAZMOR ASSOCIATES, Inc.)

Please return by **February 14, 2012** to: **GRAZMOR ASSOCIATES, Inc.**

81 Kass Road

White Plains, NY 10605

914 831-8058

Enrollment Limited! Registration Deadline: February 14, 2012

**GRAZMOR ASSOCIATES, Inc. in collaboration with the
Teacher Education Department , College of Mount Saint Vincent**