

LEARNING & the BRAIN®

WINTER 2021 VIRTUAL CONFERENCE • SATURDAY, FEBRUARY 20

CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (857) 444-1500 ext. 1 or 2 **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		

PLEASE REGISTER NOW TO SAVE.

Register Me for the Virtual Conference - Saturday, February 20 \$ _____

General Registration (THROUGH FEB. 12, 2021)

\$219 per person (\$199 per person for groups of 5+)

Late Registration (AFTER FEB. 12, 2021)

\$239 per person (\$219 per person for groups of 5+)

Register Me for a Virtual Pre-Conference Workshop - Friday, February 19 Add \$10 if not attending the Feb. conference \$ _____

Please check one of three:

- | | | |
|--|---|-----------------|
| <input type="radio"/> Meaningful Learning | 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT | \$89 per person |
| <input type="radio"/> Powerful Teaching | 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT | \$89 per person |
| <input type="radio"/> Comprehension | 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT | \$89 per person |

Sign Me Up for Emails

- 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: \$ _____

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

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 ext. 1 or 2. General conference registration is \$219 per person (\$199 per person for groups of 5 or more when registering together) through February 12, 2021. After February 12, 2021, late registration is \$239 per person (\$219 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 February 12, 2021. No cancellations can be accepted after February 12, 2021. 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 February 12, 2021. Cancellations must be sent in writing to ERI at: 78 Brooks Road, New Canaan, CT 06840-6250 or faxed to ERI at 857-357-7011.

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.

BECOMING EFFECTIVE TEACHERS IN A PANDEMIC

Many students are struggling to stay focused, engaged, and motivated in today's constantly changing, distracting, disconnected, and distance-learning environments due to the pandemic. Fortunately, research findings from the brain and cognitive sciences may provide insights to improve teaching and learning in online, blended, and in-person classrooms. *This virtual conference will bring the Science of Learning to educators and clinicians to help with the challenges of teaching online and in schools. You will explore the science behind how students learn and effective instruction; ways to boost motivation and support student autonomy; methods to keep students focused despite distraction; ideas for playful, active, and interactive learning experiences in any setting; strategies for reading and math; and ways to embed feedback and assessments in the classroom and online.*

LEARNING OBJECTIVES

You will gain knowledge about:

- Effective teaching strategies online and in classrooms
- Keeping learners engaged and motivated during a pandemic
- The science behind attention and ways to improve concentration
- Understanding apathy and ways teachers can support autonomy
- Applying the Science of Learning to remote/in-classroom environments
- Promoting play, collaboration, and active learning online and in schools
- Ways to improve math and reading in person and in distance learning
- How play and active learning improve self-regulation and executive skills
- Strategies to increase student focus in an age of digital distractions
- Developing early literacy through active learning experiences
- Strategies for inclusive feedback and formative assessment



THIS UNIQUE CONFERENCE WILL PROVIDE YOU WITH:

- ✓ 1 day of LIVE keynote presentations and breakout sessions from renowned psychologists and cognitive scientists
- ✓ LIVE interaction with learning experts and social networking features to connect with colleagues
- ✓ The latest research on using the Science of Learning in remote and in-school settings
- ✓ More than 20 hours of conference recordings for a limited time after the conference
- ✓ Up to 7 hours of LIVE Professional Development
- ✓ Access to slides and resources from presenters

CO-SPONSORS

The Greater Good Science Center,
University of California, Berkeley

Integrated Learning Initiative,
Massachusetts Institute of Technology

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

Laboratory for Learning Engineering and Neural Systems,
University of Connecticut and UCSF

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

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
Literacy, Reading, Math, Technology Teachers
Superintendents, Principals, School Heads
Remote and Distance Learning Educators
Testing and Assessment Professionals
Teacher Educators, Master Teachers
College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn 7 hours toward professional development credit for educators, psychologists, speech-language professionals, and social workers. Visit our website at [LearningAndTheBrain.com](https://www.LearningAndTheBrain.com) for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 ext. 1.

Speech-Language Pathologist Credits: Visit [LearningAndTheBrain.com](https://www.LearningAndTheBrain.com) for more information on courses registered to offer ASHA CEUs.





LEARNING & the BRAIN® VIRTUAL CONFERENCE

58th International Conference for PreK through University Educators, Clinicians, and Parents
Saturday, February 20, 2021 • Pre-Conference Workshops on February 19, 2021

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



FEATURED SPEAKER:

Paul A. Kirschner, PhD
Emeritus Professor of Educational Psychology,
Open University of the Netherlands; President,
International Society for Learning Sciences;
Co-Author, *How Learning Happens* (2020)

THE SCIENCE OF TEACHING DURING A PANDEMIC: CREATING MOTIVATED, FOCUSED, ACTIVE, AUTONOMOUS LEARNERS

Explore the latest research on:

Effective Teaching Practices

Applying the Science of Learning

Cognitive Principles for Teaching

Ways to Teach During a Pandemic

Staying Focused Despite Distractions

Engaging Motivation and Autonomy

Attention and Executive Function

Improving Online/In-Class Learning

The Science of Active Learning

Promoting Play and Collaboration

Helping Students Teach Themselves

Active Learning and Early Literacy

The Science of Online Teaching

Using Assessments and Feedback

Designing Meaningful Learning

Reading to Foster Motivation

Presort Standard
U.S. Postage
PAID
Hartford, CT
Permit No. 5169

EARN PROFESSIONAL DEVELOPMENT CREDIT

Upcoming L&B Spring Virtual Conference: April 17-18, 2021

For information on upcoming conferences, available PD credit, and in-service training, visit LearningAndTheBrain.com.



"Effective teachers are able to connect personally with students, and organize material in a way that makes it interesting and easy to understand."

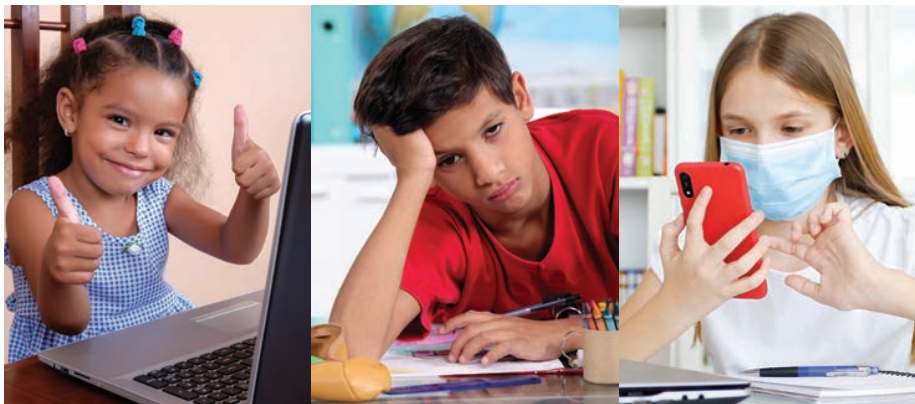
—Daniel T. Willingham, PhD
Author, *Why Don't Students Like School?*

THE SCIENCE OF TEACHING DURING A PANDEMIC: CREATING MOTIVATED, FOCUSED, ACTIVE, AUTONOMOUS LEARNERS

SATURDAY, FEBRUARY 20, 2021

Pre-Conference Workshops: February 19

Discounted Rate Deadline: February 12



WINTER VIRTUAL LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF LEARNING: EFFECTIVE TEACHING ONLINE & IN SCHOOL



Featured: How Learning Happens in the Classroom and Online

Paul A. Kirschner, PhD, Emeritus Professor of Educational Psychology, [Open University of the Netherlands](#); Guest Professor, [Thomas More University of Applied Science](#); President, International Society for Learning Sciences; Co-Author, *How Learning Happens* (2020), *Evidence-Informed Learning Design* (2020), and *More Urban Myths About Learning and Education* (2019)



Featured: Uncommon Sense Teaching: Keeping Students Focused, Motivated, and Engaged in the Classroom and Online

Barbara A. Oakley, PhD, PE, Professor, Industrial and Systems Engineering Department, [Oakland University](#); Co-Author, *Uncommon Sense Teaching* (Forthcoming, 2021), *Learn Like a Pro* (Forthcoming, 2021), and *Learning How to Learn* (2018)

The Cognitive Principles and Challenges of Effective Teaching

Stephen L. Chew, PhD, Cognitive Psychologist; Professor of Psychology, [Samford University](#); Carnegie Scholar; Co-Author, "The Cognitive Challenges of Effective Teaching" (2020, *The Journal of Economic Education*), "Practice What We Teach: Improving Teaching and Learning in Psychology" (2018, *Teaching of Psychology*), and "The Cognitive Principles of Effective Teaching" (2015, *APA*)

The Science of Teaching During a Pandemic

Carol Ann Tomlinson, EdD, William Clay Parrish Jr. Professor; Chair of Educational Leadership, Foundations, and Policy; Co-Director, Institute on Academic Diversity, Curry School of Education and Human Development, [University of Virginia](#); Co-Author, "The Science of Teaching" (2020, *Educational Leadership*) and *Differentiation and the Brain* (2018, 2nd Edition)

The Neuroscience of Learning

Kenneth Wesson, PhD, Educational Consultant specializing in neuroscience and cognitive psychology; Former Psychology Professor, [San Jose State University](#); Advisory Board Member, Korean Institute of Brain Science, Kids at Science, and the International Association of STEM Leaders; Member, Scientists Without Borders; Author, "Education for the Real World" (2019, *Brain World*)

2) FOCUSED BRAINS: PAYING ATTENTION DESPITE DIGITAL DISTRACTIONS



Featured: The Science of Attention and Executive Function: The Importance of Play, Hands-on Learning, and Staying Focused

Adele D. Diamond, PhD, FRSC, Tier I Canada Research Chair; Professor of Developmental Cognitive Neuroscience, Department of Psychiatry, [University of British Columbia](#); Co-Author, "Randomized Control Trial of Tools of the Mind: Marked Benefits to Kindergarten Children and Their Teachers" (2019, *Plos ONE*)

Concentration: Helping Students Stay Focused in Times of Distraction

Stefan van der Stigchel, PhD, Professor of Cognitive Psychology, Department of Experimental Psychology; Principal Investigator, Attention Lab, [Utrecht University](#); Member of the Young Academy, Royal Netherlands Academy of Arts and Science; Author, *Concentration: Staying Focused in Times of Distraction* (2020) and *How Attention Works: Finding Your Way in a World Full of Distraction* (2019)

Distracted: Why Students Can't Focus and What You Can Do About It

James M. Lang, PhD, Professor of English; Director, D'Amour Center for Teaching Excellence, [Assumption College](#); Author, *Distracted: Why Students Can't Focus and What You Can Do About It* (2020) and *Small Teaching: Everyday Lessons from the Science of Learning* (2016); Co-Author, *Small Teaching Online: Applying Learning Science in Online Classes* (2019)

3) MOTIVATED BRAINS: ENGAGING STUDENT MOTIVATION & AUTONOMY



Featured: Helping Kids Teach Themselves

Daniel T. Willingham, PhD, Cognitive Scientist; Professor of Psychology, [University of Virginia](#); Blogger, *Science and Education* Blog; Writer, "Ask the Cognitive Scientist" Column, *American Educator*; Author, *Why Don't Students Like School?* (Forthcoming, 2021, 2nd Edition), *The Reading Mind* (2017), *Raising Kids Who Read* (2015), and *When Can You Trust the Experts?* (2012)

The Science of Autonomy: Supporting Student Motivation and Wellbeing by Focusing on Autonomy

Erika A. Patall, PhD, Associate Professor of Education and Psychology; Supervisor, Motivation and Education Research Group, Rossier School of Education, [University of Southern California](#); Co-Author, "Facilitating Student Outcomes by Supporting Autonomy: Implications for Practice and Policy" (2019, *Policy Insights From the Behavioral and Brain Sciences*)

Quit Point: Understanding Apathy, Engagement, and Motivation in the Classroom

Adam Chamberlin, MEd, Co-Founder, Pomme LLC; Social Studies Teacher; and **Svetoslav Matejic, MEd**, Co-Founder, Pomme LLC; History Teacher, Franklin Heights High School; Co-Authors, *Quit Point: Understanding Apathy, Engagement, and Motivation in the Classroom* (2018)

Engaging Student Brains at a Distance

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, *Great Teaching by Design* (2020), *Clarity for Learning* (2018), *From Snorkelers to Scuba Divers in the Elementary Science Classroom* (2017), and *Captivate, Activate, and Invigorate the Student Brain in Science and Math* (2013)

CONFERENCE BEGINS AT 9:00 AM ET (6:00 AM PT) ON FEB. 20

SCHEDULE: Pre-Conference Workshops Friday, February 19 5:30 PM – 8:30 PM ET (2:30 PM – 5:30 PM PT)
Conference Day Saturday, February 20 9:00 AM – 6:00 PM ET (6:00 AM – 3:00 PM PT)



4) ACTIVE MINDS: PROMOTING PLAYFUL, ACTIVE, & INTERACTIVE LEARNING



Featured: Developing Early Literacy Through Active Learning Experiences

Kenneth Wesson, PhD, Educational Consultant; Former Psychology Professor, [San Jose State University](#); Advisory Board Member, Korean Institute of Brain Science, Kids at Science, and the International Association of STEM Leaders; Author, "Revolutionizing How We Teach Reading: Reverse Direction Decoding" (2020, *Brain World*)

A New Path to Education Reform:

Playful Learning Reduces COVID Slide and Promotes Learning in School and Beyond

Kathy Hirsh-Pasek, PhD, Stanley and Debra Lefkowitz Faculty Fellow; Department of Psychology, [Temple University](#); Senior Fellow, Brookings Institution; Co-Author, "Play Could Help Reduce 'COVID-19' Slump in Learning" (2020, *Child & Family Blog*), "Cognitive Behavioral Science Behind the Value of Play: Leveraging Everyday Experiences to Promote Play, Learning, and Positive Interactions" (2020, *Journal of Infant, Child, and Adolescent Psychotherapy*), *Becoming Brilliant* (2016), and *Play = Learning* (2009)

The Science of Active Learning (Online and in School)

Stephen M. Kosslyn, PhD, President of Active Learning Sciences; President and Chief Academic Officer of [Foundry College](#); Former Director, Center for Advanced Study in the Behavioral Sciences, [Stanford University](#); Author, *Active Learning Online: Five Principles That Make Online Courses Come Alive* (2020), *Building the Intentional University* (2017), and *Top Brain, Bottom Brain* (2013)

Empowering Minds: Promoting Collaboration, Active Learning, and Change in Our Schools

Derek L. McCoy, MEd, Principal/Lead Learner, North Asheboro Middle School; Former Instructor, [Central Piedmont Community College](#); Named the 2014 "National Digital Principal" by the National Association of Secondary School Principals; Recognized as a Top 25 NC Educators to Follow and 30 Edu-Tweeters to Follow; Co-Author, *The Revolution: It's Time to Empower Change in Our Schools* (2019)

5) ASSESSING MINDS: USING TECHNOLOGY, FEEDBACK, & ASSESSMENT



Featured: The Distance Learning Playbook: Improving Engagement and Assessment in Any Setting (K-12)

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *The Assessment Playbook for Distance and Blended Learning: Measuring Student Learning in Any Setting* (2020) and *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting* (2020)

The Science of Learning and Online Teaching

Richard E. Mayer, PhD, Distinguished Professor of Psychology, [University of California, Santa Barbara](#); Author, *Multimedia Learning* (2020, 3rd Edition) and *Applying the Science of Learning* (2011); Co-Author, *Handbook of Game-Based Learning* (2020), *Handbook of Research on Learning and Instruction* (2017, 2nd Edition), and *e-Learning and the Science of Instruction* (2016, 4th Edition)

Embedding Formative Assessment in Schools:

Strategies That Drive Student Motivation, Self-Regulation, and Learning

Dylan William, PhD, Professor Emeritus of Educational Assessment, [University of London](#); Former Dean and Head of the School of Education, [King's College London](#); One of the World's Leading Authorities on Formative Assessments; Author, *Creating the Schools Our Children Need* (2018), *Embedded Formative Assessment* (2017, 2nd Edition), and "The Secret of Effective Feedback" (2016, *Educational Leadership*)

The Future of Technology and Assessment in Schools

Daisy Christodoulou, MA, Director of Education at No More Marking; Former Head of Assessment at Ark Schools; Named in 2017 as one of "The 20 Most Influential Figures in British Education"; Author, *Teachers vs Tech: The Case for an Ed Tech Revolution* (2020), *Making Good Progress: The Future of Assessment for Learning* (2017), *Seven Myths About Education* (2014), and "Minding the Knowledge Gap" (2014, *American Educator*)

For a complete list of speakers, go to [LearningAndTheBrain.com](#).

Follow us on [Twitter](#), [Facebook](#), and [Instagram](#).

VIRTUAL PRE-CONFERENCE WORKSHOPS

FRIDAY, FEBRUARY 19 5:30 PM – 8:30 PM EST (2:30 PM – 5:30 PM PST)

Cost per person: \$89 with virtual conference registration. Select one of three. (\$99 if not also attending the virtual conference.)

1. Meaningful Learning: Designing Meaningful, Student-Driven Learning Experiences in School, at Home, and Online

Learning can be messy, but it is our job to make it meaningful. During these difficult times, it's important that educators use our obstacles as an opportunity to learn and grow and to look beyond our current circumstances to find innovative solutions. No matter what happens moving forward, it is very clear that we will need to design experiences that are meaningful regardless of where and when the learning takes place. In this virtual workshop, Andi McNair will explore practical ways to inspire a willingness to invest, provide opportunities to learn, and encourage meaningful connections beyond the walls of the classroom as you redesign experiences for your learners. You will walk away from this learning experience with the tools and mindset you need to make this a reality in both a manageable and meaningful way.



Andi McNair, BS, Educational Consultant; Digital Innovation Specialist, Education Service Center (ESC) Region 12; Named a "Top People in Education to Watch" in 2016 by the Academy of Education Arts and Sciences; Blogger for *A Meaningful Mess*; Author, *A Meaningful Mess: A Teacher's Guide to Student-Driven Classrooms, Authentic Learning, Student Empowerment, and Keeping It All Together Without Losing Your Mind* (2019)

2. Powerful Teaching: Unleashing the Science of Learning in Classrooms and Online

Have you had students struggle to remember what was taught the previous year, semester, or even the last month? Have you had students internalize failure, thinking they won't succeed because they're "not smart"? There are reasons, researched reasons why this happens. Patrice Bain, veteran teacher and co-author of *Powerful Teaching: Unleash the Science of Learning*, knows the rigor required. Having worked with cognitive scientists for over fifteen years, Bain developed teaching strategies based on robust research that improve learning. Best of all, these strategies don't add to teachers' already filled plates but will streamline what they are already doing. In this engaging and interactive virtual workshop, Patrice Bain will unlock the research and provide evidence-based strategies that will transform your teaching so that all students will be successful learners.



Patrice M. Bain, EdS, Education Specialist, K-12 Teacher who has worked closely with cognitive scientists for 15+ years turning research into teaching strategies; Former Adjunct Faculty, [Southern Illinois University at Edwardsville](#) and [University of Missouri St. Louis](#); Educational Advisory Board for Deans for Impact and the Federal Reserve Bank; Author, *A Parent's Guide to Powerful Teaching* (2020); Co-Author, *Powerful Teaching: Unleash the Science of Learning* (2019)

3. Comprehension: A New Model of Reading Instruction to Foster Motivation and Engagement (K-12)

Reading, and understanding what you're reading, is arguably the most important skill we can provide learners. These skills are important and include a range of literacy processes, such as decoding, vocabulary, activating background knowledge, and cognitive strategies. But this is not enough to ensure that students read (and write) well. Beyond the skills of reading, students need to experience the will to read. This requires that teachers focus on motivation and engagement, goal setting, choice in reading, and relevance. This virtual workshop will describe the three phases of skill, will, and thrill and provide you with actionable ideas that you can use to improve reading skills and motivation in your students.



Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Comprehension [Grades K-12]: The Skill, Will, and Thrill of Reading* (2020), *This Is Balanced Literacy, Grades K-6* (2019), *Teaching Literacy in the Visible Learning Classroom* (2017), and *Rigorous Reading* (2013)

REGISTER NOW FOR THE WINTER 2021 WEBINAR SERIES



LEARNING & the BRAIN® is offering a series of *LIVE* webinars throughout the winter of 2021 on topics such as reading, engagement, executive functions, and more.

- Earn professional development from your home
- Interact with renowned experts in their fields
- Group rates are available

See LearningAndTheBrain.com for more information.



REGISTER NOW FOR UPCOMING LEARNING & the BRAIN® CONFERENCE

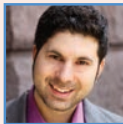
TEACHING PURPOSEFUL MINDS: PROMOTING PURPOSE, CONNECTIONS, AND EXPLORATION TO HELP STUDENTS NAVIGATE TODAY'S UNCERTAIN WORLD

APRIL 17-18 – VIRTUAL CONFERENCE

APRIL 16 – PRE-CONFERENCE WORKSHOPS

Although students today may feel lost, detached, and uncertain about their future, educators can help them cope and grow by meeting their psychological needs. Researchers in the psychological sciences have found that meeting students' needs for purpose, connections, love, exploration, and curiosity can help them overcome anxiety, socioeconomic, and other difficult challenges. **This virtual conference will explore the importance of higher level needs (such as purpose, meaning, curiosity, exploration, connections, love, and belonging) and will show how educators can support those needs so that children can learn, cope, and grow despite adversity and academic challenges. Discover how to create schools of purpose, meaning, belonging, curiosity, creativity, and exploration.**

FEATURED SPEAKERS INCLUDE:



Scott Barry Kaufman, PhD, Cognitive and Humanistic Psychologist; Adjunct Associate Professor, Barnard College, [Columbia University](#); Host of the #1 Psychology Podcast, *The Psychology Podcast*, with over 12 million downloads; Columnist, "Beautiful Minds," *Scientific American*; Author, *Transcend: The New Science of Self-Actualization* (2020), "Post-Traumatic Growth: Finding Meaning and Creativity in Adversity" (2020, *Scientific American*), and "Self-Actualized People in the 21st Century: Integration With Contemporary Theory and Research on Personality and Wellbeing" (2018, *Journal of Humanistic Psychology*); Co-Author, *Wired to Create* (2016) and "Imagination Is the Seed of Creativity" (2018, *The Cambridge Handbook of Creativity*)



Barbara L. Fredrickson, PhD, Kenan Distinguished Professor; Director, Positive Emotions and Psychophysiology Laboratory (PEP Lab), [University of North Carolina at Chapel Hill](#); Author, "Biological Underpinnings of Positive Emotions and Purpose" (2016, *The Social Psychology of the Good Life*), *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become* (2013), and *Positivity* (2009); Co-Author, "Staying 'In Sync' With Others During COVID-19: Positivity Resonance Mediates Cross-Sectional and Longitudinal Links Between Trait Resilience and Mental Health" (2020, *In Review*), and "The Lay Concept of a Meaningful Life: The Role of Subjective and Objective Factors in Attributions of Meaning" (2020, *In Review*)



Emily Esfahani Smith, MA, Doctoral Student in Clinical Psychology at [Catholic University](#); Instructor in Positive Psychology at the [University of Pennsylvania](#); Author of the book, *The Power of Meaning* (2017), which was an international bestseller that has been translated into 16 languages; Journalist and Writer on psychology and culture whose articles have appeared in the *New York Times*, *Wall Street Journal*, and *The Atlantic*; Former Managing Editor of *The New Criterion*; Presenter who delivered a popular TED talk in 2017 called "There's More to Life Than Being Happy"



Joseph E. LeDoux, PhD, Director, Emotional Brain Institute; Principal Investigator, Center for Neural Science, [New York University](#); Researcher, Nathan S. Kline Institute for Psychiatric Research; Author, *The Deep History of Ourselves: The Four-Billion-Year Story of How We Got Conscious Brains* (2019), *Anxious: Using the Brain to Understand and Treat Fear and Anxiety* (2016), *Synaptic Self: How Our Brains Become Who We Are* (2003), and *The Emotional Brain* (1996)



Robyn R. Jackson, PhD, CEO, Mindsteps Inc.; Middle School Administrator; Former Teacher and Instructional Coach; Author, *Stop Leading, Start Building!: Turn Your School Into a Success Story With the People and Resources You Already Have* (Forthcoming, 2021), "Making Every Teacher a Master Teacher" (2019, *Educational Leadership*), *Never Work Harder Than Your Students and Other Principles of Great Teaching* (2018, 2nd Edition), and *Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom* (2013)



Todd B. Kashdan, PhD, Senior Scientist, Center for the Advancement of Well-Being; Professor, Department of Psychology, [George Mason University](#); Co-Author, "Meaning in Life Buffers the Impact of Experiential Avoidance on Anxiety" (2020, *Journal of Contextual Behavioral Science*), "Buffering the Negative Impact of Poverty of Youth: The Power of Purpose in Life" (2016, *Social Indicators Research*), "Interesting Things and Curious People: Exploration and Engagement as Transient States and Enduring Strengths" (2009, *Social Psychology and Personality*), and *Curious? Discover the Missing Ingredient to a Fulfilling Life* (2009)

See LearningAndTheBrain.com for more information.