



Global Convergence on the Science of Learning

February 8-10, 2018

List of Participants

**Sara Allen, M.B.A.**

Deputy Director of K12 Education at the Bill & Melinda Gates Foundation

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Sara Allan is Deputy Director of K12 Education at the Bill & Melinda Gates Foundation, where she leads program strategies focused on the development and scaling of innovative solutions that have the potential to dramatically improve learning outcomes for low income, Black and Latinx students.

**Thomas Allen, Ph.D.**

Co-Principal Investigator of the Science of Learning Center on Visual Language and Visual Learning (VL2)

Director of the Early Education and Literacy Lab

Program Director of the PhD in Educational Neuroscience Program, Gallaudet University

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Dr. Thomas Allen's research interests are in developing Neurocognitive and Educational Assessments appropriate for deaf children, and in studying trajectories of academic growth of deaf students throughout their schooling, emphasizing an understanding the role of early language experiences on academic trajectories.

**Andreas Andreou, Ph.D.**

Professor, Johns Hopkins University

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Dr. Andreas Andreou's research includes learning in machines; bio-inspired human-machine learning systems.

**Pavlo "Pasha" Antonenko, Ph.D.**

Educational Technology Associate Professor, University of Florida

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Dr. Pasha Antonenko employs psychophysiological tools such as EEG, fNIRS, and eye tracking to explore attentional and cognitive processes underlying learning with technology.



Ari Bader-Natal, Ph.D.

Chief Learning Scientist at Minerva Project

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As Chief Learning Specialist at Minerva Project, Dr. Ari Bader-Natal has spent the past five years creating and adapting technologies to support learning and teaching.



Melissa Baese-Berk, Ph.D.

Associate Professor of Linguistics, University of Oregon

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Dr. Melissa Baese-Berk focuses on speech perception and production, with special attention to second language learners. Her current NSF project, Interactions Between Speech Perception and Production During Second Language Learning, examines how non-native speakers learn new speech sounds.

Kennesha Baldwin, M.A.

Sr. Communications Manager, Communications and Dissemination

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Ms. Kennesha Baldwin manages all internal and external communications at VL2, including sharing their ground-breaking research and translational work with the public. She writes and edits article for its websites, social media platforms, print products, newsletters and magazines. She also manages special events, including VL2's Annual Knowledge Festival, which showcases the exemplary work of the Center to the general public, Board of Trustees, donor, media and more.



Natacha Blain, J.D., Ph.D.

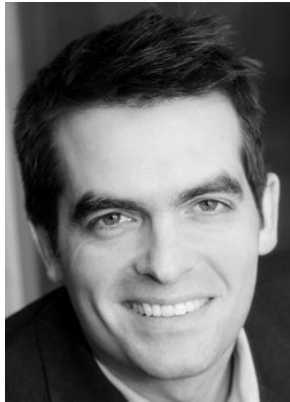
Director, Board on Children, Youth, and Families, The National Academies of Sciences

Associate Director/Acting Executive Director, Grantmakers for Children, Youth and Families (GCYF)

Dr. Natacha Blain is the Director of the Board on Children, Youth, and Families. She served as the Associate Director/Acting Executive Director of Grantmakers for Children, Youth and Families (GCYF). Natacha was GCYF's first Director of Public Policy and launched GCYF's Policy Spotlight newsletter,

a weekly publication that is read by 4,000 grantmakers and child advocates. A year later, she was elevated to Associate Director. In addition, for the past year, Dr. Blain has served as GCYF's Acting

Executive Director. In her various capacities, she has played a critical role in helping convene and engage diverse constituencies, fostering leadership, collaboration and innovation-sharing through a network of funders committed to the enduring well-being of children, youth and families.



Ulrich Boser

Senior Fellow, Center for American Progress

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Ulrich Boser is a senior fellow at the Center for American Progress and writes and researches education issues. He just finished a book on the new science of learning titled *Learn Better: Mastering the Skills for Success in Life, Business, and School, or, How to Become an Expert in Just About Anything*. He is also the founding director of the Center's science of learning initiative. His research and writing have been featured everywhere from "The Tonight Show with Jay Leno" to the front page of USA Today. His work on school spending made headlines around the

country and helped inspire initiatives to improve the effectiveness of education dollars. He has also developed legislation, advised political campaigns, and served as managing director of the Center's education team. He is adviser to the Bill and Melinda Gates Foundation, and has been featured on CNN, National Public Radio, and NBC's Nightly News.



Daniele Botaro, Ph.D.

Researcher, Brazilian Network of Science for Education

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Dr. Daniele Botaro obtained a Ph.D. in Biophysics, and was one of those scientists in white lab coats who lived in the laboratory until one day she surrendered to the spreading of science and, within her, fell in love with education. With experiences in educational projects, such as the development of teaching materials and applications and games for

mobile devices, she came to the CpE Network where she coordinates the research and production of a census of researchers from all over the country who work in any area of science, but whose findings may have applications in education.



Andrea Burgess

Undergraduate student, University of Florida

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Andrea Burgess is an undergraduate student aiming to pursue a career in educational neuroscience. She is an NSF REU student for Project LENS (with Dr. Pavlo Antonenko). Project LENS is focused on utilizing different neuroimaging and behavioral techniques to evaluate and improve classroom performance/integration.



Catherine Ka Ki Chan, Ph.D.

Professor, The University of Hong Kong

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Dr. Catherine Ka Ki Chan is a Professor of Practice in the Faculty of Education. Her area is curriculum and pedagogy, as well as comparative and global studies.



Kai-Ming Cheng, Ph.D.

Emeritus Professor, Division of Policy, Administration and Social Sciences Education

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Andrea Chiba, Ph.D.

Center Director, Temporal Dynamics of Learning Center (TDLC)

Professor, Cognitive Science, UC San Diego

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Her new venture (yet to be released): <http://tdlc.ucsd.edu/tdlc/>

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Dr. Andrea Chiba is a Professor in the Department of Cognitive Science and in the Program for Neuroscience at the University of California, San Diego. She is Co-Director and the founding Science Director of the Temporal Dynamics of Learning Center, an NSF Science of Learning Center. The Center research is focused on the importance of time and timing in various aspects of learning, from the level of the synapse to social interactions. The goal of the Center is not only to understand learning, but also to translate this understanding to the practice of educating. Chiba is involved in many Center projects that allow cross-species comparisons of learning and memory, bridging from rodent to human. The Chiba Laboratory is focused on gaining an understanding of the neural systems and principles underlying aspects of learning, memory, affect, and attention, with an emphasis on neural plasticity. Her team's current work on the neural basis of prosociality and interoception was launched through an NSF BRAIN Initiative Award. Work in her laboratory is highly interdisciplinary, using a variety of neurobiological, neurochemical, neurophysiology, computational, robotic, and behavioral techniques.

**Leanne Chukoskie, Ph.D.**

Assistant Research Scientist, Institute for Neural Computation, UC San Diego
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Dr. Leanne Chukoskie is the Associate Director for the Research on Autism and Development Laboratory, the Co-Director of Scientific Programs for the Temporal Dynamics of Learning Center, Director of the Power of NeuroGaming Center at the University of California, San Diego, and a Professor of Social Sciences at Minerva Schools @ KGI. Her research scientist appointment in the Institute for Neural Computation

and Qualcomm Institute at UC San Diego allows her to engage in interdisciplinary research with clinicians, engineers, and educators. Her current research focuses on sensory-motor behavior, especially eye movement behavior, and its neural correlates across both typical and atypical development. This focus has evolved from early studies of basic visual and eye movement processes combined with an interest and experience working with individuals on the autism spectrum. She seeks new ways to analyze data that might be used to assess outcomes of interventions. Together with her close collaborator, Jeanne Townsend, Ph.D. (Neurosciences, UCSD) she has designed and delivered a suite of gaze-contingent training games to improve spatial re-orientation of attention and gaze control of teens on the autism spectrum.

**Breckie Church, Ph.D.**

Professor, Northeastern Illinois University
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Dr. Breckie Church is the Co-Principal Investigator for the SL-CN network project, The role of gesture in mathematics learning: From research to practice. She studies learning mechanisms associated with acquisition of certain math and science concepts. Dr. Church examines gestures

produced by learners as an index of cognitive transition and instability in mathematical and science understanding as well as gesture produced during math and science instruction as input to the learner. Her research also examines the value of using gesture during instruction of math for children who speak English as a second language and minority children in city public schools. Dr. Church provides expertise in creating digital and live instruction in mathematical equivalence and coding speech and gesture explanations produced by learners solving math problems as part of the project. The project focuses on the unique nonverbal cues available in face-to-face instruction and examines how these cues can be exploited in online instruction.

**Ivory Clarke, MSc**

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Ivory Clarke supports a range of projects within the Academies focusing on education and health. Currently, she manages the Transforming the Workforce for Children Birth through Age 8: Pathways to Implementation program. In this role, she works directly with state teams to develop actionable implementation plans, grounded in the science and recommendations from the 2015 IOM Report Transforming the Workforce for Children Birth Through Age 8: A unifying Foundation. She

also co-manages the NAM Culture of Health Program, a multiyear collaborative effort funded by the Robert Wood Johnson Foundation to identify strategies to create and sustain conditions that support equitable good health for all Americans.



Garrison W. Cottrell, Ph.D.

Center Director, Temporal Dynamics of Learning Center (TDLC) - <http://tdlc.ucsd.edu/> and <http://cseweb.ucsd.edu/groups/guru/>
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Dr. Garrison W. Cottrell is a Professor of Computer Science and Engineering at UC San Diego. He is Director of the Interdisciplinary Ph.D. Program in Cognitive Science at UCSD, and the Director of the Temporal Dynamics of Learning Center, an NSF-sponsored Science of Learning Center involving 40 PI's at 18 institutions in four countries. He is also a founding member of the Perceptual

Expertise Network. Professor Cottrell's main interest is in Computational Cognitive Neuroscience, building neurocomputational models of cognitive processes and using them to explain psychological or neurological phenomena. His work mostly focuses on face, object, and scene processing, as well as visual salience, and visual attention.



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Dario Cvencek, Ph.D.

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Dr. Dario Cvencek's research focuses on the developmental origins of social cognition and its links to education. Dr. Cvencek investigates the role of social learning in the development of children's gender stereotypes about math, in-group attitudes, and self-esteem using

implicit and explicit measures. He also considers how this social-cognitive development in children may be facilitated by a tendency of the human mind to keep one's cognitions consistent with one another.



Ronald Dahl, M.D.

Director, Institute of Human Development, UC Berkeley
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Dr. Ron Dahl is a developmental scientist with a long history of interdisciplinary team research focusing on social and affective development. He has published more than 250 scientific articles in the areas of child and adolescent development, behavioral/emotional health, adolescent brain development, and the clinical and policy implications of this work. For the past several years his work has focused on neurobehavioral changes associated with pubertal maturation and how

these influence social, affective, and cognitive development. He is the PI of an NSF SL- SL-CN: Science of Learning in Adolescence: Integrating Developmental Studies in Animals and Humans focusing on pubertal changes in learning. He is the Director, Institute of Human Development, UC Berkeley and past-president of the Society for Research in Child Development.



Daniel Domingos dos Santos, Ph.D.

Professor, of Economics (FEARP), University of São Paulo- Riberão Preto
Deputy Executive Secretary, Brazilian Econometrics Society

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Dr. Daniel Domingos dos Santos has a strong background in Economics, with emphasis on the Economics of Education, Early Childhood Development and Labor Markets. He has principally worked on education, poverty, human capital, social well-being and labor markets.



Sarah Eason, Ph.D.

Postdoctoral Fellow in the Department of Psychology, University of Chicago

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Dr. Sarah Eason's research focuses on what types of experiences and interactions in the home are most conducive to increasing children's math knowledge, and how this might vary depending on individual characteristics and sociocultural factors. An additional line of research

examines the relations between executive function and children's current math skills as well as their capacity for learning from math activities.



Anne L. Emig, Ph.D.

Cluster Lead (Acting), Programs and Analysis Cluster

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Dr. Anne Emig is the Cluster Lead (Acting) for the Programs and Analysis Cluster and Program Manager for Japan and Taiwan in the National Science Foundation Office of International Science and Engineering (NSF/OISE). In this position, Anne oversees OISE's funding programs, ranging from large awards to support cutting edge team science to grants to support student international research and professional

development opportunities abroad. She also spearheads an effort to strengthen data analytics and global horizon scanning for the office. Anne conducted her Master's and Ph.D. studies in international relations and Japanese foreign policy at Columbia University.

**Cornelia Fermüller, Ph.D.**

Associate Research Scientist at the Computer Vision Laboratory,
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Dr. Cornelia Fermüller's research is in the areas of Computer Vision, Human Vision, and Robotics. She has developed biologically inspired computational solutions to problems of vision for active systems mostly in the areas of multiple view geometry, navigation, motion, and action recognition. She also has combined computational modeling with psychophysical experiments to gain insights into human motion perception and low-level vision. In recent years her work has focused on developing robotic systems that understand human actions through the integration of perception with action and reasoning. In her work for the Science of Learning Collaborative Network she studies in collaboration with neuroscientists and neuromorphic engineers, basic universal principle of biological perception, through neural and behavioral experiments, computational modeling and implementation in robotics. The theoretical findings will be implemented in technological solutions for applications of robust and invariant perception.

**Joan Ferrini-Mundy, Ph.D.**

Chief Operating Officer, National Science Foundation (NSF)

https://nsf.gov/staff/staff_bio.jsp?lan=jferrini&org=NSF&from_org

Dr. Joan Ferrini-Mundy is Chief Operating Officer for the National Science Foundation. Previously, she was Assistant Director of the National Science Foundation (NSF) for Education and Human Resources, a position she held from February 2011. As AD/EHR and is responsible for the leadership of the NSF Directorate for Education and Human Resources (EHR). She currently co-chairs the Strategic Plan workgroup of the National Science and Technology Council Committee on STEM Education.

**Anna Fisher, Ph.D.**

Associate Professor, Psychology, Carnegie-Mellon University

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Dr. Anna Fisher conducts research on the development of selective sustained attention and children's learning inside and outside the lab. A major goal of her research is to contribute to understanding of how young children learn and how they generalize knowledge.



Débora Foguel, Ph.D.

Coordinator of the Brazilian Network of Science Education
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Works with Daniel Leeds.



Judi Fusco, Ph.D.

Learning Scientist at Center for Innovative Research in Cyberlearning (CIRCL),
Digital Promise
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As one of the team members for the Center for Innovative Research in Cyberlearning (CIRCL - <http://circlcenter.org>), Dr. Judi Fusco works to broaden the impacts of NSF-funded projects that are building future learning technologies by bringing teachers into the community and writing about the projects for a broader audience. At Digital Promise, she continues to try to help bring researchers and practitioners together in ways to support learning.



Mirta Galesic, Ph.D.

Cowan Chair for Human Social Dynamics, Santa Fe Institute
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Dr. Mirta Galesic studies how simple cognitive mechanisms interact with properties of the external environment to produce seemingly complex social phenomena. She is organizing a workshop on "Integrating different perspectives on social learning" in Santa Fe in April, funded by NSF Science of Learning award #1745154.

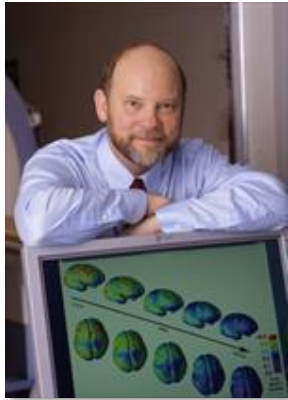


Amy Geller, M.P.H.

Senior Program Officer, Health and Medicine Division (HMD)
National Academies of Sciences, Engineering, and Medicine
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During her 15 years at the National Academies, Amy Geller has staffed committees addressing many topics, including promoting health equity, and public health strategies to improve health. She was the study

director for the 2017 HMD report Communities in Action: Pathways to Health Equity. Currently Ms. Geller is starting a new consensus study on Applying Neurobiological and Socio-behavioral Science to Prenatal through Early Childhood Development and staffs the HMD Roundtable on Population Health Improvement. She also directs the HMD/NAM DC Public Health Case Challenge which aims to promote interdisciplinary, problem-based learning for college students at universities in the DC area around a public health issue that faces the local DC community.



Jay Giedd, M.D.

Director, Division of Chair of Child and Adolescent Psychiatry Professor
UC San Diego

Adjunct Professor, Johns Hopkins Bloomberg School of Public Health in the
Department of Population, Family and Reproductive Health

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Dr. Jay N. Giedd, M.D., conducts research on the biological basis of cognition, emotion, and behavior with a particular emphasis on the teen years. He explores the path, mechanisms, and influences on brain development in health and illness through longitudinal studies combining brain imaging, genetics, and psychological/behavioral assessments.



Jorge Almeida Guimarães

President of the Brazilian Agency for Research and Industrial Innovation
(EMBRAPII)

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Jorge Guimarães is the president of the Brazilian Agency for Research and Industrial Innovation which deals with research in the science of learning.



Marília Zaluar P Guimarães, Ph.D.

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Dr. Marília Guimarães does research on molecular neuropharmacology of human brain development. She has experience as technical advisor in large scale assessments and educational projects based on digital technologies.

Wu Guozheng, Ph.D.

Senior Engineer, National Natural Science Foundation of China

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**Sarah Hacker, Ph.D.**

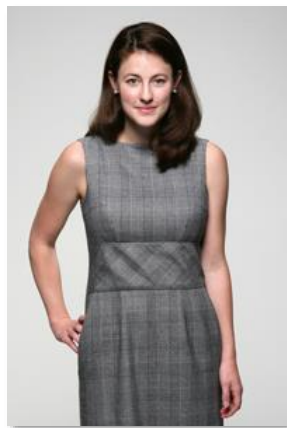
Staff Research Associate, Research on Autism and Development Lab (RADLab),

UC San Diego

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Sarah Hacker assists in developing studies that help us understand the cognitive performance of individuals with Autism Spectrum Disorder (ASD). She also manages the Power of NeuroGaming (PoNG) Center at UCSD; a collaboration of programmers, game makers, artists, and researchers that develop technological solutions for real-world research problems.

**Kathryn Paige Harden, Ph.D.**

Clinical Psychologist and Behavioral Geneticist

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Dr. Kathryn Paige Harden's research focuses on how genes and environments combine to shape individual differences in cognitive development and academic achievement.

**Robyn Harper**

Research and Policy Associate at the Alliance for Excellent Education

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Robyn Harper provides content expertise in the work on science of adolescent learning which focuses on translating research for policy and practice regarding improvement low performing secondary schools and underserved student populations.

**Hans Hermann**

Research Associate at the Alliance for Excellent Education

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Hans Hermann provides content expertise in the work on science of adolescent learning which focuses on translating research for policy and practice regarding improvement low performing secondary schools and underserved student populations.

**Melissa Herzig, Ph.D.**

Education and Research Translation Manager for Visual Language and Visual Learning (VL2)

Associate Director for Ph.D. in Educational Neuroscience program, Gallaudet University

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Dr. Melissa Herzig is the Education and Research Translation Manager for VL2 and Associate Director for Ph.D. in Educational Neuroscience program at Gallaudet University. She is responsible for leading assessments and evaluations of resources within VL2 and for working with schools. Her role is to facilitate two-way communication between researchers and educators. Her areas of interest are in ASL/English Bilingualism, Literacy Development, and Motivation for Reading.

**Susan Hespos, Ph.D.**

Principal Investigator at the Infant Cognition Lab, Department of Psychology, Northwestern University

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Dr. Susan Hespos' research focuses on early conceptual abilities, and how early thinking lays the foundation for adult reasoning. Most of this work falls within the domain of cognitive development, the study of how humans represent everyday entities like objects, space, and events. She investigates what infants understand about how objects behave and the first links between words and concepts. Her current work maintains this focus and explores the ability to represent substances like liquids, and the ability to make relational comparisons between objects and events. The

patterns revealed in this research shed light on the basic principles that guide cognition and learning, not only in infants, but throughout the life span.

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**Andrew Ho**

U.S. Development Director, Salzburg Global Seminar

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Andrew Ho is the US Development Director of Salzburg Global Seminar, based in the Washington, DC office. He is responsible for resource mobilization and partnership development in the U.S. Salzburg Global Seminar's mission is to challenge current and future leaders to solve issues of global concern. The non-profit organization designs, facilitates, and hosts strategic multi-year programs, connecting people from all regions of the world.

**Ronghuai Huang, Ph.D.**

Professor, School of Educational Technology, Beijing Normal University (BNU)

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Dr. Ronghuai Huang's research includes cyber learning, artificial intelligence in education, smart learning environments, and new modality of pedagogy.

**Seiji Isotani, Ph.D.**

Associate Researcher of the Brazilian Network of Science for Education
Professor of Computer Science and Learning Technology at the University of Sao Paulo

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Dr. Seiji Isotani's devotes his research to imagine, design, develop, test and deploy intelligent and collaborative educational systems using ontologies and other semantic technologies. Dr. Isotani's scientific and social mission converges into a single goal which is to enable the realization of AAAL:

Anytime, Anywhere, Anybody Learning, by developing and experimenting with cutting-edge technology.

**John Iversen, Ph.D.**

Assistant Researcher, Institute for Neural Computation (INC), Swartz Center for Computational Neuroscience, UC San Diego

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Dr. John Iversen directs the SIMPHONY Project, longitudinally studying the impact of music education on brain and cognitive development, and the GBLN Science of Learning Collaborative Network exploring the use of low-cost EEG in the classroom. He co-organized a US SoL delegation and international collaboration workshop in Australia this fall.

**Karen Johnson**

Senior Program Officer | K-12 EdTech, Bill & Melinda Gates Foundation

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**Cathy Jordan, Ph.D., LP**

Associate Professor of Pediatrics and Extension, University of Minnesota

Consulting Research Director for the Children & Nature Network

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Dr. Cathy Jordan is a pediatric neuropsychologist by training. Her work focuses on promoting research endeavors to understand child health, learning and development through play in nature and nature-based education. She is the PI of a National Science Foundation grant titled "The Science of Nature-Based Learning Collaborative Research Network." The Network convenes two dozen members - academic researchers,

educational practitioners, designers, teacher educators, philanthropists, and science communicators - in an intentional network to develop a research agenda and conduct collaborative research to advance the pace and quality of research aimed at understanding how, under what circumstances, in what settings, and for whom, nature contact influences children's learning and educational outcomes. Dr. Jordan also has a background in environmental health-related community-based participatory research and has worked for several decades on building the capacity of faculty, staff and students as well as community members to engage in respectful, power-sharing partnerships.

**Jorge José, Dr. Sc.**

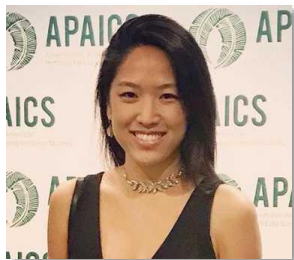
James H. Rudy Distinguished Professor of Physics, Indiana University

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Jorge V. José is a physicist, currently the James H. Rudy Distinguished Professor of Physics at Indiana University and also a published author. His research goes from computational neuroscience studies of neurons and neuronal networks modeling animal behaviors to studies in humans affected by neurological disorders, including translational research applications. He is part of the NSF grant #1640909 Title: "Learning to move, moving to learn." He is also part of IU's Stark Neurosciences Research Institute[3] and also a member of the American Physical Society,

American Association for the Advancement of Science.



Jiun Kimm, M.A.

Program Analyst with Overdeck Family Foundation

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Jiun Kimm is part of Overdeck's Exceptional Educators portfolio, which makes investments in teacher prep and teacher development and seeks to build the evidence-base for learning science in the field. She has worked as a teacher and for Teach For America-New York.



Giri Krishnan, Ph.D.

Assistant Project Scientist, UC San Diego

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Dr. Giri Krishnan is a project scientist at UC San Diego. In the past, he has worked on several sleep dependent memory consolidation using computational modeling and human experimental approaches. He will be presenting a poster on the effect of sensory stimulation during different stages of sleep on synaptic changes in thalamocortical network.



Patricia Kuhl, Ph.D.

Director of the University of Washington's NSF Science of Learning Center, Professor of Speech and Hearing Sciences at the University of Washington in Seattle

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Dr. Patricia K. Kuhl holds the Bezos Family Foundation Endowed Chair in Early Childhood Learning and is Co-Director of the UW Institute for Learning and Brain Sciences, Director of the University of Washington's NSF Science of Learning Center, and Professor of Speech and Hearing Sciences at the University of Washington in Seattle. She is internationally recognized for her research on early language and bilingual brain development, for pioneering brain measures on young children, and studies that show how young children learn.



Maithilee Kunda, Ph.D.

Assistant Professor of Computer Science and Computer Engineering, Vanderbilt University

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Dr. Maithilee Kunda's work in artificial intelligence, in the area of cognitive systems, looks at how visual thinking contributes to learning and intelligent behavior. A current project focuses on understanding how, at a computational level, visual mental imagery operators (like mental rotation) are learned from perceptual experience, and on using computational AI models of this kind of learning to improve tools for studying visuospatial learning in children.



Nancy Law, Ph.D.

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Dr. Nancy Law is Convener for Science of Learning in the Faculty of Education at the University of Hong Kong.



Daniel Leeds

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Daniel Leeds is founder and president of the National Public Education Support Fund, which organizes the Education Funders Strategy Group, the Partnership for the Future of Learning, and the Education Justice Network. He chairs the Alliance for Excellent Education, which he helped found. In addition to these organizations, his extended family (the Leeds/Jobin-Leeds) launched the Schott Foundation for Public Education and the Institute for Student Achievement. Along with his

wife Sunita, Dan co-chairs the Enfranchisement Foundation, which focuses on breaking the cycles of poverty and intolerance in the United States as well as on women's issues.



Sunita Leeds

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Sunita Leeds co-chairs the Enfranchisement Foundation, which focuses on breaking the cycles of poverty and intolerance in the United States as well as on women's issues.

**Estelita Leija**

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Estelita Leija is a Cognitive Science Neurologist technician and educator seeking to foster intellectual curiosity in the multifaceted approach to developing novel concepts in technology and learning.

She works on a variety of projects including development and research with virtual reality studies in the interdisciplinary STEM branches and Social Studies.

**Roberto Lent, M.D., Ph.D.**

Professor of Neuroscience, Institute of Biomedical Sciences,
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Dr. Roberto Lent has conducted studies on neuroplasticity, neurodevelopment and evolution of the nervous system, employing different techniques, from cell biology to neuroimaging. His studies have recently revisited some widely held dogmas of quantitative neuroscience, including that which wrongly attributes the round numbers of one hundred billion neurons to the human brain, with ten-fold more glial cells. In the field of neuroplasticity, he has contributed to unravelling the Sperry paradox on callosal subjects, revealing extensive white matter rewiring in the human brain during development. Besides his scientific publications in specialized journals, Lent dedicates part of his time to the popularization of Neuroscience, with books for adults and for children.

**Lora Likova, Ph.D.**

Director, Brain Plasticity, Learning & Neurorehabilitation Lab,
Smith-Kettlewell Eye Research Institute
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The main areas of Dr. Lora Likova's research are neuroplasticity, brain mechanisms of art and learning, and blindness rehabilitation through cognitive and spatiomotor learning. Her lab takes an integrative approach that incorporates multiple brain imaging techniques. Dr. Likova's studies on art and learning led her to the conceptualization of drawing as an active-learning intervention, and the respective development of a cognitive-kinesthetic training approach based on (non-visual) memory drawing. Over the last decade, her training method has proven to be a powerful driver of neuroplasticity and enhanced spatial cognition, memory and spatiomotor control in the blind.

Lora leads an NSF/SL Collaborative Network "Harnessing the Power of Drawing for the Enhancement of Learning across Levels of Vision Function", which brings together researchers and experts from the USA and Germany.

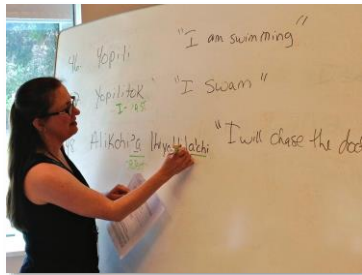
**Soo-Siang Lim, Ph.D.**

Director, Science of Learning Centers Program, National Science Foundation

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Dr. Soo-Siang Lim is the lead program director and chair of the Coordinating Committee for the Science of Learning Centers (SLC) Program at the US National Science Foundation (NSF). She has led this program since when the first SLCs were established to provide intellectual, organizational and physical infrastructure for addressing large-scale, complex problems about learning in humans, other animals and machines.

Dr. Lim has extensive experience in reviewing, managing and overseeing interdisciplinary research in her work at the NSF, and she serves on the Interagency Task Force for Arts and Human Development spearheaded by the National Endowment for the Arts, in partnership with the U.S. department of Health and Human Services.

**Mary Linn** *(Photo Courtesy of Mary Linn)*

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Mary S. Linn specializes in work with indigenous communities in North America to sustain and revitalize endangered languages. She works in revitalization strategies for indigenous community members

including language documentation, language policy, survey methods, and culturally-based language curriculum.

**Sebastián Lipina, Ph.D.**

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**Bethany Little**

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Bethany Little is a Principal at EducationCounsel, LLC where she supports foundations, education associations and other nonprofits with support in advancing improvements in education outcomes from early childhood through higher education. Little has spent twenty years working in government and non-profit organizations, including the White House, where she was education advisor to President Clinton and Vice President Gore on the Domestic Policy Council, and the U.S. Department of Education. In the U.S. Senate, she served as Chief

Education Counsel to the Health, Education, Labor, and Pensions (HELP) Committee under two chairmen,

Senators Edward Kennedy and Tom Harkin, and as a legislative aide to Senator Patty Murray. In the non-profit arena, Little was Managing Partner at America Achieves, where she led many of the organization's most critical priorities, including their support for state and local superintendents, the Global Learning Network and their parent engagement initiative. She has also served as an advocate for disadvantaged children as the vice president for policy and advocacy at the Alliance for Excellent Education and the director of government relations for the Children's Defense Fund. She serves on the boards of the National Center for Teacher Residencies, Veterans Education Success, and Cesar Chavez Public Charter Schools for Public Policy.



Fay Lomax Cook, Ph.D.

Assistant Director for the Directorate for Social, Behavioral & Economic Sciences (SBE)

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Dr. Fay Lomax Cook is Assistant Director for the Directorate for Social, Behavioral & Economic Sciences (SBE). SBE's mission is to promote the understanding of people and their lives by supporting research that reveals basic facets of human behavior and helps provide answers to important societal questions and problems.



Allyson Mackey, Ph.D.

Assistant Professor of Psychology, University of Pennsylvania

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Dr. Allyson Mackey is interested in how changes in the brain give rise to changes in the mind, both as development unfolds, and in response to learning. Over the course of development, maturational changes restrict plasticity. These changes are generally adaptive as they allow for the development of mature function, and prevent drastic remodeling in

response to stress or injury. However, reduced plasticity limits the acquisition of new knowledge and abilities. Therefore, developing brains must strike a balance between plasticity/vulnerability and stability/protection. Her lab studies the mechanisms by which environmental factors tip this balance to shorten or shift windows of peak plasticity, leading to individual differences in learning. Her current work focuses on the advantages and disadvantages of neural maturity in early childhood, and on understanding the impact of education on brain development in preschool.



Melissa Malzkuhn, M.A.

Digital Innovation and Media Strategies Manager, Visual Language and Visual Learning (VL2), Gallaudet University

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Melissa Malzkuhn leads the development of research-based products, including award-winning bilingual storybook apps designed for early language acquisition for Deaf children at Visual Language and Visual Learning (VL2) at Gallaudet University. As Founder and Creative Director of Motion Light Lab, one of four hubs at VL2, Melissa Malzkuhn leads projects intersecting creative literature and digital technology to create immersive learning experiences, such as the development of signing 3D avatars through

motion capture. She directs the VL2 Storybook Creator program that provides training and development of bilingual storybook apps globally.



Carmel Martin, J.D.

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Carmel Martin is a distinguished senior fellow at American Progress, focusing on economic policy and education and workforce issues. Through her years in Congress, she worked on legislation related to education, workforce, budget, welfare, health care, and other issues of national importance. Martin has appeared on PBS, NBC, CNN, and Fox. She has been published in and cited in publications including The New York Times and The Washington Post. She was named one of the five women who shape education policy by the National Journal in 2014 and has testified as an expert witness in front of legislative committees, including the House Budget Committee.



Andrew Metzloff, Ph.D.

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Dr. Andrew N. Meltzoff is an internationally renowned expert on infant and child development. His discoveries about infant imitation have revolutionized our understanding of early cognition, personality, and brain development. His research on social-emotional development and children's understanding of other people has helped shape policy and practice. Dr. Meltzoff's 20 years of research on young children has had far-reaching implications for cognitive science, especially for ideas about memory and its development; for brain science, especially for ideas about common coding and shared neural circuits for perception and action; and for early education and parenting, particularly for ideas about the importance of role models, both adults and peers, in child development.



Victor Minces, Ph.D.

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Dr. Victor Minces studies the role of music in cognitive development and science education.

**Susanne Nobles, Ph.D.**

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Dr. Susanne Nobles is the Partnerships Director for the Learner Positioning Systems (LPS) at Digital Promise Global. LPS's mission is to distill current learning science research into OER models that support the full diversity of learners (lps.digitalpromiseglobal.org). Dr. Nobles leads LPS's collaborative work with developers, professional learning organizations, researchers, and educators. A former teacher and administrator who led and advised 1:1 programs at middle, secondary, and collegiate levels, Dr. Nobles has spent her career working to empower educators and students with the research, structures, and tools for truly individualized learning.

**Jelena Obradović, Ph.D.**

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Dr. Jelena Obradovic strives to identify how biological, behavioral, and environmental processes promote resilience in some children, while placing others at risk for maladaptive outcomes. Specifically, her work examines the role that young children's stress physiology has in creating disparities in everyday learning opportunities, which can have implications for long-term achievement and adaptation. She plans to investigate the effectiveness of brief, scalable, and affordable interventions that can change young children's physiological and behavioral responses to emotional and cognitive challenges routinely encountered in an educational setting. Her studies involve the development of novel, pragmatic assessments of stress physiology, executive functions, emotion regulation, and motivation that can be administered in a group setting.

**Candice Odgers, Ph.D.**

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Dr. Candice Odgers uses new and mobile technologies to better understand the factors influencing adolescents' health-risk behaviors and wellbeing. Her research focuses on growing disparities in opportunities for learning and social mobility in both online and offline contexts for young people growing up in low versus higher income families.

**Jason Palmer**

General Partner, New Markets Venture Partners

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Jason has been working at the intersection of education technology, learning science, analytics and venture capital for the past 20 years, including 3 years at the Bill & Melinda Gates Foundation.

**Thomas Palmeri, Ph.D.**

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Dr. Thomas Palmeri studies computational models of visual learning.

**Laura Ann Pettito, Ph.D.**

Science Director and Co-Principal Investigator of the NSF-Gallaudet University Science of Learning Center, Visual Language and Visual Learning (VL2)

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Dr. Laura-Ann Pettito is a Cognitive Neuroscientist and a Developmental Cognitive Neuroscientist widely known for her discoveries about the biological foundations of language. She has uncovered key brain structures underlying early human language processing and, with brain imaging technology called functional Near-infrared Spectroscopy (fNIRS), she has tracked the typical and atypical development of these brain structures across the human lifespan (infants through adults; Scientific Contributions).



Liliana Angelica Ponguta, M.P.H., Ph.D.

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Dr. Liliana Angelica Ponguta is a public health professional trained in both basic science and health policy, specializing in international reproductive, maternal, and child health and development. She is interested in promoting the collaboration of academic, non-governmental, and governmental organizations to improve early childhood and maternal health. She has direct experience with project management, program evaluation, policy analysis and research.



Karl Rectanus

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Karl Rectanus is the CEO and co-founder of LearnPlatform, an education management and rapid cycle evaluation system. Originally an educator and administrator in the US and abroad, he wanted to give educators a voice and their organizations the insights to know which learning technologies are best for their classrooms. Karl has started and led multiple education innovation organizations, and currently advises districts, states and foundations.



Marjorie Rhodes, Ph.D.

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Dr. Marjorie Rhodes's research focuses on conceptual development. Her current project supported by NSF (co-funded by Developmental Science and Science of Learning) is on learning in the biological domain. Her lab is testing how the strategies that children use to generalize information about biological categories changes across development. They are implementing this project in collaboration with the American Museum of Natural History in New York.



Steven Ritter, Ph.D.

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Dr. Steve Ritter, one of Carnegie Learning's founders, earned a Ph.D. in cognitive psychology. He directs field studies and analyses to improve Carnegie Learning's products. Dr. Ritter has authored numerous papers on developing and evaluating intelligent tutoring systems and other advanced technologies and is a leader in educational data mining.

**Ryan Rydzewski**

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Ryan is a writer at The Grable Foundation, a Pittsburgh-based philanthropy focused on making western Pennsylvania the best place to be (and to raise) a kid. He and the foundation's executive director, Gregg Behr, are co-writing a book about helping children thrive in a time of cynicism, uncertainty, and rapid social and technological change.

**João Ricardo Sato, Ph.D.**

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Dr. João Ricardo Sato's current research line is on the interface between Neuroscience, Technology and the Science of Learning, with a focus on neurodevelopment, neural bases of psychiatric disorders, brain connectivity, artificial intelligence and neural signal processing. He was part of the team responsible for planning the laboratorial infrastructure for research in Neuroscience, and the undergraduate and graduate programs in this field.

**ZewelANJI Serpell, Ph.D.**

Associate Professor of Psychology, Virginia Commonwealth University

Minority Fellow, American Psychological Association

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Dr. ZewelANJI Serpell is an Associate Professor of Psychology at Virginia Commonwealth University, and a 2017-2018 American Educational Research Association/AAAS Science & Technology Policy congressional fellow. She studies sociocultural factors that influence African American students' cognitive development and classroom learning. Her current research harnesses advances in cognitive science to develop and test school-based programs that support

executive functioning.



Patrick Shafto, Ph.D.

Henry Rutgers Term Chair in Data Science & Associate Professor of Mathematics and Computer Science, Rutgers University – Newark

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Dr. Patrick Shafto's research focuses on understanding learning from the perspective of humans and machines, with a specific focus on leveraging our understanding of perception, cognition, and social reasoning to facilitate human-computer cooperation.



Junjie Shang, Ph.D.

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Dr. Junjie Shang's focus is the learning sciences, and game-based learning. Dr. Shang does research in Educational Technology, Teacher Education and Teaching Methods.



Thomas Shipley, Ph.D.

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Dr. Shipley's research broadly focuses on spatial cognition and learning. He applies formal methods from his previous research on object and event perception to understand the perceptual and cognitive processes subserving navigation and visualization. His recent work perception and learning in spatial visualization is part of a project that aims to support undergraduate geology education with a longer term goal of understanding the cognitive processes that are critical for spatial reasoning and thus support STEM education in general for both K-12 and undergraduate students.

**Terri Shuck**

Executive Director, National Public Education Support Fund

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Terri Shuck is the executive director of the National Public Education Support Fund which sponsors convenings and collaborations for foundations interested in the science of learning and the intersections with education equity, policy, practice. She has over 30 years of experience in organizational development for non-profit and public interest organizations, including senior leadership roles with the Institute for America's Future, League of Conservation Voters (LCV) and the LCV Education Fund, People For the American Way, the Government

Accountability Project, and the Forum Institute.

**Simon Sommer, M.A.**

Head of Research and Member of the Senior Management, Jacobs Foundation, Zurich, Switzerland

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Simon Sommer is responsible for research project funding, the Jacobs Foundation Research Fellowship Program, intervention research, the annual Jacobs Foundation Conferences, and

workshops and symposia at Marbach Castle. He developed and initiated the Klaus-J-Jacobs Research Prize as the largest and most renowned award honoring research on child and youth development.

**Daniel Stanhope, Ph.D.**

Senior Research Officer, Lea(R)n

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Dr. Daniel Stanhope is the Senior Research Officer at Lea(R)n, where he leads an in-house team of researchers, data scientists, and statisticians, and provides expertise on research design, scientific methodology, program evaluation, learning and performance measurement, and psychometrics.

Mark Strickland, M.B.A.

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Mark Strickland is founder and managing partner of Schoolhouse Partners, a principal investment and strategic advisory firm focused on the K-12 education market. His work focuses on entrepreneurial management, strategic consulting, and principal investing, including twenty years of experience advising, forming, and investing in companies in the education market.

**Akaysha Tang, Ph.D.**

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After serving as the Program Director for the Cognitive Neuroscience Program (2012-2014) and for the China Program (2014-2016) at the United States National Science Foundation, Prof. Tang took the position of an inaugural director for the newly established Laboratory of Neuroscience for Education (NfE Lab, NfE.edu.hku.hk) at the Faculty of Education, the University of Hong Kong (HKU). The vision of the NfE Lab is to innovate education by leveraging cutting edge neuroscience findings and neuro-technology. The NfE Lab grounds its basic neuroscience research in the context of actual challenges faced by students, parents, teachers, and policy makers---and works to connect the laboratories with the classrooms and homes where real world learning takes place. Its missions are (1) to enhance learning capacity, (2) to improve teaching effectiveness, and (3) to inform policy. Prof. Tang's research deals with (a) enhancement of cognitive, social, emotional, and neural development in animal models and its translation to human development with focus on the role of early experience of stress and maternal influence; (b) development of high-density EEG based brain imaging to enable the study of a learning brain in children and elderly individuals as well as patient populations in the real world context.

**Medha Tare, Ph.D.**

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Dr. Medha Tare is interested in examining the factors that affect how children and adults acquire new skills and knowledge, including individual differences, the environment, and the medium through which they learn. She enjoys translating research to non-academic audiences so it can be used by practitioners in the classroom and by the learners themselves. Digital Promise Global's Learner Positioning Systems (LPS) initiative aims to distill learning science research so that it can be more accessible to the public for educators and product developers.

**Kurt Thoroughman, Ph.D.**

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Kurt Thoroughman is Program Director for Science of Learning at the National Science Foundation. This program aims "to develop basic theoretical insights and fundamental knowledge about learning." Awards span biological, behavioral, and social sciences, as well as experimental, analytical, and modeling approaches.

Dr. Thoroughman is on assignment from the Department of Biomedical Engineering at Washington University in St. Louis. There he studied human motor control and motor learning, using robotics, virtual reality, mechanical and electrical engineering, and mathematical modeling. Dr. Thoroughman has also conducted research, and served in leadership roles, to improve higher education. He researches and develops interventions toward holistic learning and diversity.



Fernanda Tovar Moll, M.D., Ph.D.

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Joseph Tovares

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Joseph Tovares is a media executive with more than twenty-five years of experience in cross-platform media development and production. He brings a unique set of skills and vision to a project—those of an accomplished producer, production executive, and funder. Much of his work focused on the development of content designed to attract

new, diverse audiences. He serves as Vice-chair of the Board of Directors for Excelencia in Education in Washington, D.C. and on the Board of Editorial Projects in Education, the publisher of Education Week.



Melina Uncapher, Ph.D.

Assistant Professor and Director of Neuroscape Center at UCSF
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Dr. Melina Uncapher's academic focus is large-scale, in-school research on how executive function relates to academic achievement. She is a neuroscientist with 15 years of experience at the forefront of learning

and memory research, with a focus on understanding how attention affects learning and memory (e.g., how we learn when we're distracted). More recently, she has turned her efforts to applying research to real-world problems. She leads research and outreach efforts in the fields of education, technology, and law.



Wouter van den Bos, Ph.D.

Research Scientist at the Center for Adaptive Rationality, Max Planck
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Dr. Wouter van den Bos is a developmental cognitive neuroscientist studying the relation between brain development and learning and decision-making. He is also a Jakobs Foundation Early Career Fellow in

the Science of Learning network. In his current work, he is interested in the role of social learning in school settings.

**Nadya Vasilyeva, Ph.D.**

Postdoctoral Scholar at Dr. Tania Lombrozo's Concepts and Cognition Lab and Dr. Alison Gopnik's Cognitive Development Lab at UC Berkeley
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Dr. Nadya Vasilyeva studies explanation and causal reasoning in adults and across development. One of her main research projects is on development of structural reasoning about social categories.

**Winsome Waite, Ph.D.**

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Dr. Winsome Waite is Vice President of Practice at the Alliance for Excellent Education. She leads the work on science of adolescent learning which focuses on translating research for policy and practice regarding improvement low performing secondary schools and underserved student populations.

**Brendan Weekes, Ph.D.**

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Dr. Brendan Weekes' areas of expertise include: Communication Disorders and Science, Cognitive Neuroscience EEG, fNIRS, MRI, rTMS, Healthy Ageing and Mental Health, Multilingualism, Science of Learning and Clinical Psychology and Neuropsychology.

**Jacob Whitehill, Ph.D.**

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Dr. Jacob Whitehill's research is about the application of machine learning and computer vision to study human behavior, particularly human learning and teaching.

**Bob Wise**

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Former West Virginia Gov. Bob Wise is president of the Alliance for Excellent Education (the Alliance), a nonprofit organization that is a national leader for transforming the nation's high schools so that all students graduate from high school with the content knowledge and critical thinking, collaboration, and communication skills necessary to succeed in college and a career. Led by Gov. Wise since 2005, the Alliance combines policy, practice, and partnerships to transform learning for all students, particularly those with the least opportunity

who face the greatest challenges.

**Sharon Wolf, Ph.D.**

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Dr. Sharon Wolf is an applied developmental psychologist interested in how young children's social contexts—specifically their families and schools—shape their development, and the role of intervention in promoting development and reducing developmental inequalities. She conducts both basic research that can inform interventions, as well as field randomized trials of theoretically informed policy solutions that can promote early childhood development globally. In recent work in Ghana developing and evaluating a training for early childhood education teachers, she has three waves of data on observed teaching practices and multiple domains of children's development over two academic years. She hopes to use this data to identify the key teaching mechanisms that promote each domain of learning in the Ghanaian context to inform better and more targeted trainings for teachers.

**Lu Zhang**

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Lu Zhang is a Ph.D. student majoring in learning sciences and technology design at Peking University.

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Funding potential and valuable research on learning science in China.
