# NEUROSCIENCE AND EDUCATION

**ONE DAY SYMPOSIUM**  
May 14, 2014  
AAAS  
1200 New York Ave  
Washington, DC, 20005

Hosted by the AAAS NeuroPolicy Affinity Group  
and the PIPS Center for Neurotechnology Studies

## AGENDA

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| 8:30 am – 9:00 am | **Coffee and Check in**  
Sponsored by: The Society for Neuroscience |
| 9:00 am – 9:15 am | **Welcome and Opening Remarks**  
Alan Leshner  
Philip Rubin |
| 9:15 am – 11:30 am | **Panel I: Effective Classroom Applications for Neuroscience Research**  
Moderated by: Jay Giedd  
Panelists: Martha Bridge Denckla, Laura-Ann Petitto, Guinevere Eden, Brett Miller |
| 11:30 am – 1:00 pm | Lunch: On your own  
Space is available at AAAS to network while you eat |
| 1:00 pm – 2:30 pm | **Why Neuroeducation Matters: How the Science of Learning Influences Education Practices**  
Mariale M. Hardiman |
| 2:30 pm – 2:45 pm | Break: Refreshments and snacks provided |
| 2:45 pm – 4:45 pm | **Panel II: Reshaping the Future of Education through Neuroscience**  
Moderated by Elizabeth Albro  
Panelists: Garth Fowler, Susan Magsamen, Robert Slavin, Layne Kalbfleisch |
| 4:45 pm – 5:00 pm | **Closing Comments**  
Tom Kalil  
Jennifer Buss |

**Event EMCEE:** Heather Dean

## RSVP TO ATTEND IN PERSON AT:

Neuroscience and Education

Neuroscience research into how the brain learns has significant ramifications for education policy. We can elucidate the cellular processes, circuits, and neural systems that form the biological basis of learning and then apply this information to develop best educational practices. The Potomac Institute for Policy Studies and the American Association for the Advancement of Science (AAAS) are sponsoring a symposium to discuss how research in neuroscience and psychology relates to teaching and learning, how it can be applied to the classroom, and how our future education systems will be affected.

The goal of this symposium is to give policy makers an opportunity to consider the relationship between neuroscience and education. A better understanding of the state and relationship of the two fields requires open conversation to determine the potential and practicality that neuroscience has to improve the education system. The symposium will focus on two aspects: i) emerging findings in neuroscience and how they relate to education and ii) potential applications of these findings. The symposium will feature two panels of leaders at the forefront of neuroscience, psychology, and education whose areas of expertise range from psychological aspects of learning to the relationship between genes and behavior in development and their role in developmental disorders. The symposium will also include a keynote presentation on a brain-targeted teaching model that will serve as a practical example of neuroscience’s interaction with education. Panelists will draw from their areas of expertise and consider how neuroscience has informed education thus far and discuss questions that future studies may raise. The policy recommendations discussed at this symposium will be important to education professionals who develop school curricula as well as the teachers who interact with students on a daily basis. Overall, the objectives of the symposium are to continue the dialogue between neuroscientists, educators and policy makers on the emerging field of educational neuroscience.
ALAN LESHNER, Ph.D.
Chief Executive Officer of AAAS and Executive Publisher of Science

Dr. Leshner is the Chief Executive Officer of the American Association for the Advancement of Science (AAAS) and Executive Publisher of the journal Science. Before this position, Dr. Leshner was Director of the National Institute on Drug Abuse at the National Institutes of Health. He also served as Deputy Director and Acting Director of the National Institute of Mental Health, and in several roles at the National Science Foundation. Before joining the government, Dr. Leshner was Professor of Psychology at Bucknell University. Dr. Leshner is an elected fellow of AAAS, the American Academy of Arts and Sciences, the National Academy of Public Administration, and many other professional societies. He is a member and served on the governing Council of the Institute of Medicine of the National Academies of Science. He was appointed by President Bush to the National Science Board in 2004, and then reappointed by President Obama in 2011. Dr. Leshner received Ph.D. and M.S. degrees in physiological psychology from Rutgers University and an A.B. in psychology from Franklin and Marshall College. He has been awarded six honorary Doctor of Science degrees.
Dr. Philip Rubin is the Principal Assistant Director for Science at the Office of Science and Technology Policy (OSTP) in the Executive Office of the President of the United States, where he also leads the White House Neuroscience Initiative. His responsibilities also include serving as the Assistant Director for Social, Behavioral, and Economic Sciences and serving as the co-chair of the National Science and Technology Council (NSTC) Committee on Science with Dr. Francis Collins of NIH and Dr. Cora Marrett of NSF. He is on leave as the CEO of Haskins Laboratories in New Haven, Connecticut, where he remains as a Senior Scientist, and is also a Professor Adjunct in the Department of Surgery at Yale School of Medicine and a Fellow of Yale’s Trumbull College. Rubin is a cognitive scientist, technologist, and science administrator who for many years has been involved with issues of science advocacy, education, funding, and policy. His research spans a number of disciplines, combining computational, engineering, linguistic, physiological, and psychological approaches to study embodied cognition, most particularly the biological bases of speech and language. He is best known for his work on articulatory synthesis (computational modeling of the physiology and acoustics of speech production), speech perception, sinewave synthesis, signal processing, perceptual organization, and theoretical approaches and modeling of complex temporal events. From 2000-2003 Rubin was the Director of the Division of Behavioral and Cognitive Sciences at the National Science Foundation (NSF), where he helped launch the Cognitive Neuroscience, Human Origins (HOMINID), and other programs and was the first chair of the Human and Social Dynamics priority area. He was the NSF ex officio member of the National Research Protections Advisory Committee (NHRPAC) and the Secretary’s Advisory Committee on Human Subjects Protections, both advisory to the Secretary of the Department of Health and Human Services, and was the Chair of the inter-agency NSTC Committee on Human Subjects Research Subcommittee (HSRS). From 2006-2011 he was the chair of the National Academies Board on Behavioral, Cognitive, and Sensory Sciences. He is also the former Chairman of the Board of the Discovery Museum and Planetarium in Bridgeport, Connecticut. Rubin is a Fellow of the American Association for the Advancement of Science, the Acoustical Society of America, the American Psychological Association (APA), the Association for Psychological Science, a Senior Member of the IEEE, and an elected member of the Psychonomic Society and Sigma Xi. In 2010 he received the APA’s Meritorious Research Service Commendation “…for his outstanding contributions to psychological science through his service as a leader in research management and policy development at the national level.”
JAY N. GIEDD, M.D.

Chief of Brain Imaging at the Child Psychiatry Branch, National Institute of Mental Health

Jay N. Giedd, M.D. is a practicing Child and Adolescent Psychiatrist, adjunct Professor at Johns Hopkins School of Public Health (Dept. of Family and Reproductive Medicine), and Chief of Brain Imaging at the Child Psychiatry Branch of the National Institute of Mental Health (NIMH). Over the past 23 years he has combined brain imaging, genetics, and behavioral analysis to explore the path and influences of brain development in health and illness. As one of the most highly cited neuroscientists of his generation, his over 200 scientific publications have had a transformative impact on medicine, psychology, education, judicial, and public policy. His recent work has focused on how new insights from pediatric neuroscience can be used to optimize the environment for healthy brain development, particularly regarding education and the use of digital technologies that have transformed the way youth learn, play, and interact with each other. In addition to his numerous academic awards Dr. Giedd’s work has been prominently featured in the general media with cover stories in Time, National Geographic, and national newspapers as well as over 30 television documentaries. For his outreach to students of all ages and frequent talks to parents, teachers, mental health workers, legislators, and the general public Dr. Giedd was honored as co-recipient of the 2012 Society for Neuroscience’s Science Educator Award.
MARTHA BRIDGE DENCKLA, M.D.
Research Scientist and Director of the Developmental Cognitive Neurology Clinic, Kennedy Krieger Institute and Professor, Johns Hopkins University School of Medicine

Dr. Denckla graduated summa cum laude from Bryn Mawr College and went on to graduate cum laude from Harvard Medical School in 1962, where she trained with Dr. Norman Geschwind in behavioral neurology. Dr. Denckla served residencies at Beth Israel Hospital and Veterans Administration Hospital, both in Boston, as well as Georgetown University Medical Center in Washington DC. After positions in neurology at the College of Physicians and Surgeons in New York and Harvard Medical School, she served as the director of the Learning Disabilities Clinic at the Children’s Hospital. She came to the Maryland area in 1982 to serve as Chief of the Section on Autism and Related Disorders at the Developmental Neurology Branch of the Neurological Disorders Program at the National Institute of Neurological and Communicative Disorders and Stroke (NIH). She came to Johns Hopkins and KKI in 1987. Dr. Denckla’s Unit (since 1987) is the Developmental Cognitive Neurology Department at the Kennedy Krieger Institute, and holds the Batza Emeritus Family Endowed Chair at Kennedy Krieger. Dr. Denckla is a past president of both the International Neuropsychology Society, and also of the Behavioral Neurology Society. Dr. Denckla has been awarded the Lucy G. Moses Prize in Clinical Neurology at Columbia University, the Norman Geschwind Memorial Lectureship at Orton Society, the Rita G. Rudel Memorial Lectureship at Columbia University, the Herbert Birch Memorial Lectureship at the International Neuropsychology Society, the Soriano Guest Lectureship of the American Neurological Association, the Bernard Sachs Lectureship of the Child Neurological Society and an American Academy of Mental Retardation Research Center awardee. In 2002, Dr. Denckla was among those who gave Grand Rounds at the NIH Clinical Center as part of the Great Teachers Series.
LAURA ANN PETITTO, PH.D.

Science Director, Brain and Language Laboratory, Gallaudet University

Professor Laura Ann Petitto, a cognitive neuroscientist, is the Co-Principal Investigator and Science Director of the National Science Foundation’s Science of Learning Center, “Visual Language and Visual Learning, VL2” at Gallaudet University. She is also a Professor in the Department of Psychology at Gallaudet, an affiliated Professor in the Department of Psychology at Georgetown University, and the Scientific Director of her own “Brain and Language Laboratory for Neuroimaging”. She is known for her role in the creation of the new discipline, educational neuroscience, as well as for her scientific discoveries concerning language and its neural representation in the human brain, how young children acquire language, the shared signed and spoken language processing sites and systems in the human brain, the bilingual brain, and the reading brain. Petitto received her masters and doctoral degrees from Harvard University in 1981 and 1984 (respectively). Petitto has won continuous federal and/or foundation funding for the past 30 years. She is the recipient of over 35 international prizes and awards for her scientific achievements and discoveries, including the 1998 Guggenheim Award for her “unusually distinguished achievements in the past and exceptional promise for future accomplishment” (neurosciences category). In 2009, Petitto was appointed a Fellow of the American Association for the Advancement of Science (AAAS), and a Fellow of the Association for Psychological Science (APS).
GUINEVERE EDEN, Ph.D.

Professor, Center for the Study of Learning, Georgetown University

Guinevere Eden received her D.Phil. in Physiology from Oxford University, her postdoctoral training at the National Institutes of Health (NIH), and is currently a tenured full professor in the Department of Pediatrics at Georgetown University. Dr. Eden directs the Center for the Study of Learning (CSL), funded by the National Institutes of Child Health and Human Development (NICHD). The center’s goal is to conduct research that will shed light on the causes and effects of cognitive disorders such as dyslexia, so that better programs for diagnosis and treatment can be developed. Dr. Eden was the first investigator to apply functional magnetic resonance imaging (fMRI) to the study of the common learning disability developmental dyslexia. CSL’s researchers have identified some of the important neurophysiological mechanisms of reading acquisition, disorders of reading and its remediation (http://csl.georgetown.edu). Dr. Eden has published widely, including journals such as Nature, Nature Neuroscience and Neuron, and is a frequent speaker in the US and internationally. At Georgetown University, Dr. Eden teaches undergraduate and graduate students and mentors students in the neuroscience Ph.D. program. Dr. Eden is past president of the International Dyslexia Association and serves on the editorial boards of Developmental Cognitive Neuroscience, Annals of Dyslexia, Dyslexia, and Human Brain Mapping. She has served as a permanent member of a standing NIH Study Section and as ad-hoc member and chair for several special emphasis panels.
BRETT MILLER, Ph.D.

Program Director, Reading, Writing, and Related Learning Disabilities Research Program, Child Development and Behavior Branch, NIH

Brett Miller, Ph.D. directs the Reading, Writing, and Related Learning Disabilities Program in the Child Development and Behavior Branch of the National Institutes of Health. Dr. Miller completed his Ph.D. at the University of Massachusetts at Amherst in cognitive psychology and a postdoctoral fellowship at Haskins Laboratories in reading research. Dr. Miller’s research portfolio focuses on developing and supporting research and training initiatives to increase knowledge relevant to the development of reading and written-language abilities for learners with and without disabilities. This program supports research that utilizes diverse methodologies (i.e., behavioral, neurobiological and/or genetic approaches), involves diverse groups of learners, and includes a range of ages across the lifespan. Before joining the NICHD, Dr. Miller held the position of associate research scientist at the Institute of Education Sciences at the U.S. Department of Education. In this capacity, he served as program official for the National Center for the Study of Adult Learning and Literacy, the Mathematics and Science Education Research Program, and co-program officer for the Cognition and Student Learning Program.
MARIALE HARDIMAN, Ed.D.

Professor, School of Education, Johns Hopkins University

Mariale Hardiman, Ed.D. is Professor of Clinical Education and co-founder and director of the School of Education’s Neuro-Education Initiative, a cross-disciplinary program that brings to educators relevant research from the brain sciences to inform teaching and learning. Her research and publications focus on enhancing educational practices through techniques that foster innovation and creative problem-solving. Current research includes a randomized trial investigating the effects of arts integration on long-term retention of content and student engagement. She is also investigating how knowledge of neuro-and cognitive science influences teacher practice and teacher efficacy beliefs. Before joining Johns Hopkins in 2006, Hardiman served in the Baltimore City Public Schools for more than 30 years. As the principal of Roland Park Elementary/Middle School, she led the school to its designation as a Blue Ribbon School of Excellence. With the use of the Brain-Targeted Teaching® Model that Hardiman developed, the school was recognized nationally for innovative arts programming. Hardiman presents nationally and internationally on topics related to the intersection of research in the neuro- and cognitive sciences with effective teaching strategies, including meaningful integration of the arts. Hardiman has significant experience in educational leadership development and education for children with disabilities. Hardiman earned undergraduate and Masters of Education degrees from Loyola University Maryland and a Doctorate of Education from Johns Hopkins University.
Elizabeth Albro is the Associate Commissioner for the Teaching and Learning Division of the National Center for Education Research, Institute of Education Sciences (IES), U.S. Department of Education. She recently served as Acting Commissioner for the National Center for Education Research and has been a federal program officer for several IES research grant programs. As program officer for the IES Cognition and Student Learning research grants program, Dr. Albro oversaw the preparation of an IES Practice Guide, Organizing Instruction and Study to Improve Student Learning, which identified a set of instructional principles for use in schools and classrooms that emerged from basic research on learning and memory. Prior to joining IES, Dr. Albro was a professor at Wheaton College in Norton, MA and at Whittier College in Whittier, CA. She holds a B.A. in behavioral sciences, a M.A. in the social sciences and a Ph.D. in psychology, with a focus on cognition and communication, from the University of Chicago.
Garth A. Fowler is the Associate Executive Director for Education and the Director of the Office for Graduate and Postgraduate Education and Training at the American Psychological Association. Garth joined the APA in May, 2012, after serving as the Assistant Chair and Director of the MS program in the Department of Neurobiology at Northwestern University. Prior to that, he was the Outreach Program Manager for Science Careers, the career component of Science magazine and AAAS. Throughout his career, Garth has been active in training & education at the graduate and postgraduate level. He was a co-founder of the University of Washington’s student seminar, “What can you do with a Ph.D. in Biological Sciences,” which provides career information for graduate students & postdoctoral scholars, now in its 15th year. He has served as a consultant for universities and research institutions on developing training grants for graduate students and postdoctoral scholars, and implementing Individual Development Plans (IDPs) for young scientists. He has twice served as a panelist for the National Academies of Science: in 2010 for the Committee on Research Universities, and in 2011 for the Committee on the State of the Postdoctoral Experience for Science and Engineers. A neuroscientist by training, Garth received a B.A. in psychology from The College of Wooster in 1993, his Ph.D. in behavioral neuroscience from the University of Washington – Seattle in 2001, and was a postdoctoral research in neural foundations of decision making at the Salk Institute for Biological Sciences from 2002 - 2005.
SUSAN H. MAGSAMEN, PH.D.

Director of Interdisciplinary Partnerships, Brain Science Institute, Johns Hopkins University School of Medicine

Susan Magsamen serves as the Director of Interdisciplinary Partnerships, Brain Science Institute, Johns Hopkins University School of Medicine, creating initiatives to bring researchers together to solve complex issues by understanding how the brain works and how to use this information innovative, practical application. She is also the founder and CEO of Curiosityville, an early learning world for children 3-8 years old. Susa is current on the board of the Ultimate Block party and LearnNow.org. This learning resource network is a web portal for families and educators that provides access to experts and evidence based information on learning with a focus on developing an interdisciplinary community, innovative practical recommendations and ideas. And finally, she is the author of seven books for families including The Classic Treasury of Childhood Wonders. Her new project, Curiosityville: Where Families Play and Grow is an on-and-off line interactive learning platform.

Susan is an award-winning writer and advisor on learning, creativity, the arts and family engagement. Her books and programs have been called “a beautiful celebration of family life,” empowering parents and children to connect – with each other, with other families, and with the world around them. Susan ‘s work is widely recognized as fostering and enhancing the ways we learn, play, create, and grow as individuals, families and communities.
Robert E. Slavin, Ph.D.
Director of the Center for Research and Reform in Education, Center for Research and Reform in Education, Johns Hopkins University

Robert Slavin is currently Director of the Center for Research and Reform in Education at Johns Hopkins University, part-time Professor at the Institute for Effective Education at the University of York (England), and Chairman of the Success for All Foundation. He received his B.A. in psychology from Reed College in 1972, and his Ph.D. in social relations in 1975 from Johns Hopkins University. Dr. Slavin has authored or co-authored more than 300 articles and book chapters on such topics as cooperative learning, comprehensive school reform, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. Dr. Slavin is the author or co-author of 24 books, including *Educational Psychology: Theory into Practice* (Allyn & Bacon, 1986, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009), *Cooperative Learning: Theory, Research, and Practice* (Allyn & Bacon, 1990, 1995), *Show Me the Evidence: Proven and Promising Programs for America’s Schools* (Corwin, 1998), *Effective Programs for Latino Students* (Erlbaum, 2000), *Educational Research in the Age of Accountability* (Allyn & Bacon, 2007), and *Two Million Children: Success for All* (Corwin, 2009). He received the American Educational Research Association’s Raymond B. Cattell Early Career Award for Programmatic Research in 1986, the Palmer O. Johnson award for the best article in an AERA journal in 1988, the Charles A. Dana award in 1994, the James Bryant Conant Award from the Education Commission of the States in 1998, the Outstanding Leadership in Education Award from the Horace Mann League in 1999, the Distinguished Services Award from the Council of Chief State School Officers in 2000, the AERA Review of Research Award in 2009, the Palmer O. Johnson Award for the best article in an AERA journal in 2008, and was appointed as a Member of the National Academy of Education in 2009 and an AERA Fellow in 2010.
LAYNE KALBFLEISCH, M.ED., PH.D.

Associate Professor, College of Education and Human Development, George Mason University

Layne Kalbfleisch, M.Ed., Ph.D. is an Associate Professor of educational psychology and cognitive neuroscience and the founder of KIDLAB at George Mason University and on the pediatrics faculty of The George Washington School of Medicine and Health Sciences. She is the outgoing Chair of the Brain, Neuroscience, and Education special interest group and a founding associate editor of Frontiers in Educational Psychology. Her recent guest-edited volume of Roeper Review covers the topic of visual spatial talent. Kalbfleisch’s research examines the relationship between talent and disability in autism and attention disorders and uses neuroimaging to study how physical aspects of the environment, emotion, and social organization influence problem solving and inform our understanding of constructivist learning, or, learning by experience. Her research has been supported by organizations such as the National Institutes of Child Health and Human Development, the Defense Advanced Research Program Agency, Naval Postgraduate School, McDonnell Foundation Summer Institute on Cognitive Neuroscience, the Alfred P. Sloan Foundation, and the Pomata Term Professor of Cognitive Neuroscience in the Krasnow Institute for Advanced Study. She is a former middle school teacher, tutor of twice exceptional children, and service provider for university-level students with intellectual disabilities. Dr. Kalbfleisch received the inaugural ‘Scientist Idol’ award in 2010 for messaging science to the public from the National Science Foundation and contributed to the 2007 OECD-CERI publication, “Understanding the Brain: The Birth of a Learning Science”. She has been featured on CNN with Dr. Sanjay Gupta, SiriusXM Doctor Radio, The Coffee Klatch – Special Needs Radio, and Rhode Island PBS ‘School Talk’. In 2009, she gave the keynote speech, ‘Literacy, Scientific and Otherwise, the Role of Story, and the Impact of Environment on the Brain and Behavior’ during the FLICC Forum on Information Policies in the United States Library of Congress.
THOMAS KALIL
Deputy Director for Technology and Innovation, Office of Science and Technology Policy

Tom Kalil is the Deputy Director for Technology and Innovation for the White House Office of Science and Technology Policy and Senior Advisor for Science, Technology and Innovation for the National Economic Council. In this role, Tom serves as a senior White House staffer charged with coordinating the government’s technology and innovation agenda. Prior to serving in the Obama Administration, Tom was Special Assistant to the Chancellor for Science and Technology at the University of California, Berkeley. In 2007 and 2008, Tom was Chair of the Global Health Working Group for the Clinton Global Initiative. Previously, Tom served for 8 years in the Clinton White House, ultimately as the Deputy Assistant to the President for Technology and Economic Policy, and the Deputy Director of the National Economic Council. Tom received a B.A. from the University of Wisconsin at Madison, and completed graduate work at Tufts University’s Fletcher School.
PARTICIPANT BIOGRAPHIES

JENNIFER BUSS, PH.D.
Research Fellow and Director, Center for Neurotechnology Studies
Potomac Institute for Policy Studies

Jennifer Buss, Ph.D. is a Research Fellow at Potomac Institute for Policy Studies. She is a member of the CEO’s office and provides the scientific background for the think tank within the Potomac Institute, where she has been for two years. She is the Director of the Center for Neurotechnology Studies (CNS) at the Potomac Institute, having special interests in topics such as music and the brain as well as creativity and cognition. As Director of the CNS, she leads a team studying issues in neuroscience technology and policy and has been instrumental in organizing the Neuroscience Symposia Series 2014. Dr. Buss is a Fellow in the Center for Revolutionary Scientific Thought, a group at Potomac Institute that brings together individuals from a variety of backgrounds to foster discussion on science and technology futures from both an academic and policy perspective. In addition to these efforts, she has supported contracts for DMEA, OSD, and the Office of Corrosion Policy and Oversight. She is the Program Manager for the Rapid Reaction Technology Office contract for OSD in searching for innovative technologies to enhance government systems.

Dr. Jennifer Buss was awarded a doctorate in biochemistry from the University of Maryland Department of Chemistry and Biochemistry in 2012. Her dissertation was on iodide salvage in the thyroid and the evolution of halogen conservation in lower organisms. She performed graduate research in the areas of enzymology, bioinformatics, molecular and structural biology. Dr. Buss received her B.S. in biochemistry with a minor in mathematics from the University of Delaware. She is a member of the American Chemical Society, the American Association for the Advancement of Science and the American Society for Biochemistry and Molecular Biology.
HEATHER DEAN, PH.D.

Symposium Organizer, AAAS Science and Technology Policy Fellow

Dr. Heather Dean is currently a AAAS Science and Technology Policy Fellow in the Directorate for Social, Behavioral, and Economic Sciences at the National Science Foundation. At NSF, she is working on big picture issues such as replicability of published scientific findings and broadening participation in science and technology fields. She founded a NeuroPolicy group and speaker series in Washington, DC that is building a neuroscience policy community. Dr. Dean is interested in issues related to cutting-edge interdisciplinary neuroscience, data sharing, science communication, new technologies in science education, and broadening participation.

Dr. Dean started out as an electrical engineering major at Caltech interested in neural networks and was soon exploring the biological side of such networks by studying locust olfaction with Dr. Gilles Laurent. She earned her Master’s degree in computation and neural systems along with her Bachelor’s degree in electrical engineering. This research experience also set her on the path of neuroscience research, and she went on to earn her Ph.D. in neurobiology at Duke University, where she went into monkey electrophysiology with Dr. Michael Platt. After graduate school, she spent six years at New York University helping to found the lab of Dr. Bijan Pesaran and studying the neural circuitry underlying hand-eye coordination in monkeys.

Dr. Dean currently serves as President of the Caltech Alumni Association and has previously served on the Duke Alumni Association Board and the Duke Board of Trustees.
BRIAN BARNETT
Policy Intern, Potomac Institute for Policy Studies

Brian Barnett is a policy intern at the Potomac Institute for Policy Studies. He performs research and coordinates initiatives within the Center for Neurotechnology Studies. Brian obtained his B.S. in neurobiology & physiology at the University of Maryland, College Park, where he participated in the Gemstone research program and the Global Semester program. At the university, he worked in Dr. Matthew Roesch’s behavioral neuroscience laboratory. Brian completed a thesis that investigated the behavioral and neural components of an animal model of ADHD. He also contributed to publications on the valuation and representation of reward within the rat fronto-striatal circuit.
The Potomac Institute for Policy Studies is an independent, 501(c)(3), not-for-profit public policy research institute. The Institute identifies and aggressively shepherds discussion on key science, technology, and national security issues facing our society.

The Institute hosts academic centers to study related policy issues through research, discussions, and forums. From these discussions and forums, we develop meaningful policy options and ensure their implementation at the intersection of business and government.

The Institute remains fiercely objective, owning no special allegiance to any single political party or private concern. With over nearly two decades of work on science and technology policy issues, the Potomac Institute has remained a leader in providing meaningful policy options for science and technology, national security, defense initiatives, and S&T forecasting.

The AAAS NeuroPolicy Affinity Group was established to connect and inform AAAS Science and Technology Policy Fellows who are working in or interested in learning about the intersection of neuroscience with policy, law, ethics, media, and society. The group has since expanded to include others from throughout government, industry, think tanks, and more. It is led by AAAS Policy Fellows Tom Cheever, Heather Dean, Dorothy Jones-Davis, and Laurie Stepanek.