

Mary Helen Immordino-Yang, Ed.D.

Curriculum Vitae, October, 2023

Founding Director, USC Center for Affective Neuroscience, Development, Learning and Education: candle.usc.edu

USC Faculty Profile: <https://rossier.usc.edu/faculty/maryhelen-immordinoyang/>

ORCID ID: <https://orcid.org/0000-0002-2875-4977>

3620A McClintock Ave., Room 267,
Los Angeles, CA 90089-2921

Current Professional Appointments

- 2017- **Professor of Education, Fahmy Attallah Chair in Humanistic Psychology (2022-)**
Rossier School of Education, University of Southern California
- 2017- **Professor of Psychology,**
Brain and Creativity Institute, University of Southern California
(Assistant Professor of Education and Psychology, 2008-2014; Associate Professor 2014-2017)
- 2010- **Neuroscience Graduate Program Faculty,**
University of Southern California

Research Area

I am interested in the psychological and neurobiological development of social emotion, meaning-making and self-awareness, and connections to thinking and learning in formal and informal educational settings. I use interdisciplinary studies of narratives and feelings to uncover experience-dependent neuropsychological mechanisms that integrate cognition and emotion, contributing to intellectual identity, intrinsic motivation, deep learning, and generative, creative, ethical and abstract thought. My work has a special focus on development of diverse adolescents from under-resourced communities, whom I additionally involve in my work as junior scientists. My current studies also examine relations among effective urban secondary teachers' neuropsychosocial capacities, professional orientations, and developmental knowledge.

Education

- 2006-2008 **University of Southern California (USC), Los Angeles, CA**
Brain and Creativity Institute/Rossier School of Education
Postdoctoral Fellow under the mentorship of Antonio Damasio and Robert Rueda
Foci: Social/affective neuroscience, cortical and subcortical neuroanatomy, neuroimaging, psychophysiology, integrating neuroscience and education research
- 1997-2005 **Harvard University Graduate School of Education (HUGSE), Cambridge, MA**
Doctor of Education in Human Development and Psychology, June 2005
Master of Education in Cognitive Development, June 1998
Coursework: Cognitive, Socio-Emotional, Linguistic, Symbolic and Memory Development; Neuropsychological Development; Qualitative and Quantitative Research Methodology
- 1989-1993 **Cornell University, College of Arts and Sciences, Ithaca, New York**
Bachelor of Arts in French Literature: May 1993; Dean's List
Coursework: Psychology, Biology, Anthropology, Physics, French, Kiswahili, Russian

Extramural Funding

Awarded and under review only; MHIY's role is in bold.

- 2023-2028 “*CANDLE: Toward a new transdisciplinary, developmental science of teaching and learning.*” Private philanthropist. (**PI**; Total Gift=\$5M)
- 2023 SERN proposal titled: “*Respect, reflection, and reading: Capitalizing on the new 3Rs of school to improve social-emotional and academic development and reduce juvenile justice involvement.*” (under-review; **PI**; Total Grant=\$199,579)
- 2023-2025 “*Supporting and measuring what matters for at-promise youth and their teachers: A practitioner and researcher consortium for innovation, sustainability and scaling.*” Chan Zuckerberg Initiative Foundation. (**PI**; Total Grant=\$1.5M)
- 2022-2023 “*Story as developmental pedagogy.*” Shoah Foundation. (**PI**; Total Grant=~\$100K)
- 2022 “*Toward a holistic developmental science: Catalyzing transdisciplinary multi-sector collaborations to understand and support human development.*” (**Conference Co-Chair**; N. Hill, Chair; S. Cooper, Co-Chair); Society for Research in Child Development Presidential Special Topics Meeting. Proposal to National Science Foundation. (Total Grant=\$26K)
- 2022-2025 “*Feeling science: Emotion-focused exhibits to foster science interest and learning.*” (revision in-review). National Science Foundation. (**Advisor**; Heike A. Winterheld, PI, Exploratorium; Total Amount Awarded = \$1,557,935)
- 2021-2024 “*MCA: The neurophysiology of teaching secondary mathematics for transcendent purpose and cultural relevance.*” National Science Foundation. (J. Matthews, U. Michigan, **PI**; **Mentor, USC PI**; Total USC Award=\$100K; Grant # SUBK00015530)
- 2021-2024 “*An exploration of brain breaks to enhance attention regulation and instruction uptake in early elementary.*” Institute of Education Science (IES). (**Advisory board member**; Co-PIs Karrie Godwin, UMBC & Amanda Moreno, Erikson Institute; R305A200522; Total Amount Awarded= \$1,399,986)
- 2021-2022 “*Bet 1: Literacy self-efficacy among students of Black, Latinx and Native American low-SES backgrounds.*” AERDF. (**PI**; Total Amount Awarded \$100,000, Award # AWD-00005542)
- 2019-2023 “*The role of enhanced mindfulness practices for educators in promoting self-direction among adolescent girls of color.*” Chan Zuckerberg Initiative Foundation #CZIF2020-004095. (**PI**; Total Grant= \$650K)
- 2019-2022 “*Together we transcend: Building adolescents’ self-transcendent purpose and intellectual virtues through an intergenerational storytelling intervention.*” Invited proposal to the Templeton Foundation. (**PI**, 5% effort; Total Grant= \$300K)
- 2018-2022 “*An interdisciplinary study of adolescents’ development of intellectual virtues (IVs), and teachers’ IV-supporting pedagogical practices.*” Invited proposal to the Templeton Foundation with the Intellectual Virtues Academy Charter School, Long Beach, CA. (**PI**, 20% effort plus 1-month summer; Total Grant \$1.5M; Total to USC PI=\$445,000)
- 2020-2022 “*Education to reduce the alcohol use risks to adolescents: A Brazilian programme development.*” The European Varela Awards (EVAs). (**Consultant**; T. de Castro Amato Locatelli, and T. Amato, Co-PIs; N. McBride, consultant; Total Grant = €13,300 EUR)
- 2020-2021 “*Telos project Fuller Theological Seminary.*” Grant to support a postdoctoral researcher. Thrive Center, Fuller Theological Seminary. (**Mentor**; Total Grant=\$13,871)
- 2020 “*Engage! Helping high schools develop and measure youths’ affective dispositions for learning.*” Invited to participate in an AERDF fellowship by Chan Zuckerberg Initiative

- Foundation, Gates Foundation and New Schools Venture Fund to write a 3-5-year, \$30-\$50M dollar concept proposal focused on tackling the toughest challenges in education at scale. (**Fellow, PI**; Total received \$55K)
- 2020-2023 *“Measuring and enhancing scientific creative thinking for STEM education and research: classroom-aligned assessment and network neuroscience-based mechanisms.”* National Science Foundation. (**Advisor**; R. Beaty, PI; A. Green, and M. Hardiman, Co-PIs; Grant # DRL-1920653)
- 2018-2020 *“A neuropsychological study of effective secondary teachers’ practices and capacities.”* Army Research Laboratory-West Interdisciplinary Collaboration Grant. (**Lead**, 0% effort; Grant #W911NF-18-2-0084; Total Grant to RSOE PL=\$161,822)
- 2018-2019 *“Summer program for involving underrepresented, low-SES high school students in interdisciplinary neuroscience investigations as research assistants.”* (**Lead**; Battelle Task Order Agreement #610608; Total Grant= \$4K)
- 2018-2019 *“Integrating insights from social-affective neuroscience into education research and policy on social, emotional and academic development (SEAD).”* Spencer Foundation Mid-Career Fellowship. (**PI**, 60% effort; #20188118; Total Grant=\$150,000)
- 2017-2019 *“Sages and seekers: Fostering purpose, identity development, inspiration and wellbeing through the folk art of intergenerational storytelling with adolescents and elders.”* National Endowment for the Arts. (**PI**, 10% effort; Total Grant=\$90,000)
- 2018 *Gift to the Rossier School of Education to support M.H. Immordino-Yang’s work with adolescents.* Californians Dedicated to Education (CDE) Foundation. (Total Gift=\$10,000)
- 2018 *“International Mind, Brain and Education Society: Support for the Biannual Conference.”* NSF. (**Lead**; Total Grant=\$50K)
- 2018 *“Latin American school in neuroscience and education.”* James S. McDonnell Foundation to Pontificia Universidad Catolica de Chile to co-host with IMBES a week-long internationally attended workshop. (**Organizing Committee**; Total Grant=\$90,000 from JMDF; \$30,000 from IMBES)
- 2018 *“Support for a science brief connecting neuroscience to educational policy via the interdisciplinary study of human development.”* Aspen Institute. (**Lead Author**; co-author L. Darling-Hammond; Total Grant=\$11,000)
- 2018 *“Professional development and networking IMBES preconference for junior interdisciplinary researchers in mind, brain and education.”* Jacobs Foundation. (**Lead**; Total Grant=CHF 23,200)
- 2015-2018 *“Scientific insights on human nature and a new economics of cooperation and conflict.”* The Institute for New Economic Thinking. (INET; A. Damasio, PI; **Co-PI**, 10% effort; Total Grant=\$325,000)
- 2017-2018 *“Developmental neural and psychosocial correlates of mindset among low-SES adolescents from two cultural groups.”* Raikes Foundation #61405837-118286. (**PI**; C. Farrington, U. Chicago, Co-PI; 10% effort; Total Grant=\$61,647)
- 2017 *Gift to the Rossier School of Education to support M.H. Immordino-Yang’s work with adolescents.* Stuart Foundation #53-4400-2416. (Total Gift=\$10,000)
- 2016 *Gift to the Rossier School of Education to support M.H. Immordino-Yang’s work with adolescents.* ECMC Foundation. (Total Gift=\$10,000)

- 2016-2020 *“Enhancing preschool children’s attention, language and communication skills: An interdisciplinary study of social-emotional learning and computerized attention training.”* Swedish National Agency of Research. (**Advisor**; H.L. Taguchi at Stockholm University, PI)
- 2015-2017 *“Measuring and improving adolescents’ social-emotional imagination to foster flourishing: A mixed-method neuroimaging and psychosocial longitudinal study with school-based interventions.”* The Imagination Institute at UPenn, Templeton Foundation. (**PI**; D. Oyserman, co-PI; 1 summer month effort; Total Grant=\$200,000)
- 2013-2017 *“Family violence and young adult dating aggression: reactivity and compassion.”* NICHD 1R21HD072170-01A1. (G. Margolin, PI; **co-PI**, 3% effort; Total Grant=\$209,731)
- 2015 *“CAREER: A longitudinal, cross-cultural investigation of psychosocial and neurobiological aspects of emotion development in adolescence.”* Supplemental award, NSF BCS 152298. (**PI**; Total Grant=\$16,000)
- 2014 *“Graduate student awards for outstanding research posters; Symposium support awards.”* NSF 1434973 Research, Evaluation and Learning (REAL) to University of Texas, Arlington. (MHIY’s students received two of the seven competitive poster awards; MHIY’s symposium chosen to receive funding; Total Received=\$2500)
- 2013-2015 *“Stigmatization and stereotype threat among adolescents with learning disability: Impacts on cognition and performance in math.”* National Science Foundation (HRD #1251819). (G. Rappolt-Schlichtmann at CAST, PI; **Consultant**; Total Grant=\$368,000)
- 2013-2014 *“Culture, neuroscience and psychosis II.”* Foundation for Psychocultural Research. (S. Lopez, PI; **co-PI**, 0% effort; Total Grant=\$72,000)
- 2012-2018 *“CAREER: A longitudinal, cross-cultural investigation of psychosocial and neurobiological aspects of emotion development in adolescence.”* NSF 1151920. (**PI**, 33% effort; Total Grant=\$600,000) (MHIY managed the entire budget/study; no co-PIs were permitted.)
- 2012-2017 *“Center on emerging technologies to improve literacy achievement for students with disabilities in middle school.”* Office of Special Education Programs, U.S. Department of Education. (D. Rose at CAST, PI; **Consultant**; Total Grant=\$10,000,000)
- 2012-2014 *“Pathways: Emotion and thinking in designed informal science environments.”* National Science Foundation (DRL #1222613). (G. Rappolt-Schlichtmann at CAST, PI; **Consultant**; Total Grant=\$250,000)
- 2012-2014 *“Culture-specific neurobiological models of the influence of narrative framing using sacred values.”* DARPA D12AP00069. (A. Gordon, PI; **co-PI**, 15% effort; Total grant=\$4,697,220) (MHIY jointly managed two postdocs plus 40K/year neuroimaging research expenses. Grant proposal sections were not scored separately.)
- 2012-2014 *“Emotion and thinking in designed informal science environments.”* NSF, Informal Science Education Research Program. (G. Schlichtmann at CAST, PI; **Consultant**; Total Grant=\$250,000)
- 2011-2014 *“Development of an international cultural neuroscience consortium.”* NIH 1R13CA162843-01. (J. Chiao at Northwestern University, PI; **Contributor/Advisor**; Total grant=\$100,000)
- 2010-2014 Mellon Mays Foundation Grant to support a first-generation Latino undergraduate student with aspirations to receive a terminal degree in a scientific field. (**Mentor**; J. Flores, Recipient; Total Grant=\$14,400)
- 2011-2013 *“Family socialization, neural functioning and positive symptoms of schizophrenia.”* Culture, Neuroscience and Psychosis Program, Foundation for Psychocultural Research UCLA Subaward 1295 GNA231. (**PI**; S. Lopez, Co-PI; Total=\$41,000)

2010-2013	<i>“Neural correlates of social exclusion among youth exposed to family conflict.”</i> NIH/NICHD NRSA Post-doctoral Fellowship F32 HD63255. (D. Saxbe, PI; Co-Sponsor ; Total Grant=\$156,000)
2010-2011	<i>“Learning and the brain: Conversations between neuroscientists and teachers.”</i> Annenberg Media Foundation, Contract # 11-3001, grant for development of an online Master’s level course for educators. (M. Schnepps at Harvard University, lead; Content Director ; Total Grant=\$1,000,000)
2009-2010	<i>“A multimodal study of the neural correlates of experiencing admiration and compassion.”</i> Center for Compassion and Altruism Research and Education (CCARE) (J. Parvizi at Stanford University, PI; Co-PI ; 0% effort; Total Grant=\$35,000)
2004-2005	<i>“A tale of two cases: Functional compensation and learning after hemispherectomy”</i> American Association of University Women Doctoral Fellowship Recipient (Total Grant=\$20,000 stipend)
2003	<i>“Emotion and affective prosody in a right hemispherectomized adolescent boy: Implications for learning.”</i> Anonymous Summer Dissertation Research Travel Award (PI ; Total Grant=\$1,000)
1999-2002	Spencer Foundation Doctoral Research Training Grant Tuition/fees, plus \$10K/year stipend (Total Grant=~\$100,000)

USC Intramural Funding

2023	Research Gateway Scholars Program to support an undergraduate researcher from a minority background interested in pursuing PhD. (Mentor ; Total Grant=\$2800)
2023	SOAR grant to support an undergraduate researcher. (Mentor ; Total Grant=\$1,000)
2022-2023	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2022	Provost’s grant to support an undergraduate researcher. (Mentor ; Total Grant=\$1,000)
2021-2022	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2020-2021	Research Gateway Scholars Program to support an undergraduate researcher from a minority background interested in pursuing PhD. (Mentor ; Total Grant=\$2800)
2020-2021	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2021	Provost’s grant to support an undergraduate researcher. (Mentor ; Total Grant=\$1,000)
2020	SURF grant to support an undergraduate researcher. (Mentor ; Total Grant=\$3000)
2020	Provost’s grants to support two undergraduate researchers. (Mentor ; Total Grant=\$2000)
2019-2021	Frank Baxter Gift. (Recipient ; Total Grant= \$75,000; \$25K per year)
2019-2020	SOAR grant to support an undergraduate researcher. (Mentor ; Total Grant=\$3300)
2019-2020	Undergraduate Research Associates Program. (PI ; Total Grant=\$4,650)
2019-2020	Summer Research & Engineering Apprenticeship for High School Students.
2019	Provost’s grants to support two undergraduate researchers. (Mentor ; Total Grant=\$2000)
2019	SURF grant to support an undergraduate researcher. (Mentor ; Total Grant=\$3300)
2018-2019	Summer Research & Engineering Apprenticeship for High School Students
2018-2019	<i>“Culture-related diversity in adolescent structural and functional brain development.”</i> Zumberge Diversity and Inclusion in Research Award. (PI ; Total Grant=\$30K direct; Acc#22-1401-2550)
2018-2019	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2018-2019	SOAR grants to support two undergraduate researchers. (Mentor ; Total Grant=\$7,000)
2018-2019	SURF grants to support two undergraduate researchers. (Mentor ; Total Grant=\$7,000)

2017-2018	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,300)
2017	SURF grant to support two undergraduate researchers. (Mentor ; Total Grant=\$7,000)
2017	Provost's grant to support an undergraduate researcher. (Mentor ; Total Grant=\$3,300)
2017	Rose Hills Undergraduate Research Program. (Mentor ; Total Grant=\$6,000)
2016-2017	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2016	Dean's Innovation Fund Grant. (PI ; Total Grant=\$25,000)
2016	Provost's grant to support an undergraduate researcher. (Mentor ; Total Grant=\$3,300)
2015-2016	SOAR grant to support an undergraduate researcher. (Mentor ; Total Grant=\$3,300)
2015-2016	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,400)
2015	SURF grants to support two undergraduate researchers. (Mentor ; Total Grant=\$6,600)
2014-2015	SOAR grants to support two undergraduate researchers. (Mentor ; Total Grant=\$6,600)
2014-2015	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2013-2014	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,600)
2012-2013	Undergraduate Research Associates Program. (PI ; Total Grant=\$6,500)
2011-2012	Undergraduate Research Associates Program. (PI ; Total Grant=\$10,000)
2011	Rose Hills Foundation Science and Engineering Fellowship. (Mentor ; Total Grant=\$7,000)
2010-2012	<i>"Cross-cultural investigations of admiration and compassion: An interdisciplinary study."</i> Advancing Scholarship in the Humanities and Social Sciences Provost's Initiative. (PI ; Total Grant=\$25,000)
2010-2011	Undergraduate Research Associates Program. (PI ; Total Grant=\$3,300K)
2010	Rose Hills Foundation Science and Engineering Fellowship. (Mentor ; Total Grant=\$7,000)

Extramural Honors and Awards

(NOTE: for local and minor awards and honors, and internal RSOE/HUGSE awards and honors, see p. 63)

2023	Elected to the U.S. National Academy of Education.
2023	Keynote, American Federation of Teachers AFT 2023 TEACH conference, Washington, D.C.
2022	Nominated for AERA Member-at-Large. (was not elected)
2021	Briefed the United States Congress, meeting on <i>SEL Policy to foster connection after trauma</i> , Washington, D.C., (virtual, March 26, 2021). See also: https://youtu.be/rqLaxq5itaU
2020	Mandarin translation of <i>Emotions, learning and the brain: Exploring the educational implications of affective neuroscience</i> , Ping Zhou (translator), Tsinghua University Press, rose to 157th best-selling book in China, Dec. 2020.
2018	International Mind, Brain and Education Society (IMBES) Award for outstanding service as president.
2018	Commencement Speaker, USC Keck School of Medicine, Ceremony for Ph.D., Masters of Science and Masters of Public Health.
2018	One of three national finalists for the <i>Joseph E. Zins distinguished scholar award for outstanding contributions to action research in social and emotional learning</i> , given by the Collaborative for Academic, Social, and Emotional Learning (CASEL).
2016-2018	Invited member of the Aspen Institute's National Commission on Social, Emotional and Academic Development (SEAD) Council of Distinguished Scientists; selected to the sub-committee of scientists and educators drafting a nationally-applicable definition of SEAD. See also: https://www.aspeninstitute.org/events/research-symposium-evidence-base-supporting-students-social-emotional-academic-development/ @ 27 minutes 25 seconds in

- 2016-2018 Elected president of the International Mind, Brain and Education Society (IMBES) by society membership; president-elect 2015-2016; past-president 2019-2022.
- 2015-2018 Appointed to the National Academies of Sciences, Engineering, and Medicine's Committee on the Science and Practice of Learning. (i.e., the committee writing, *How People Learn II*)
- 2016 APA Division 8 (Society for Personality & Social Psychology) presidential nominee to the Spielberger EMPathy (Emotion, Motivation and Personality) Symposium.
- 2015-2016 Selected by AERA leadership as one of thirty scholars (the only neuroscientist) to participate in the AERA Knowledge Forum centennial initiative to increase communication between national policymakers and education researchers. Spoke/Facilitated discussion at a White House event, February, 2016. See also: <http://www.aera100.net/ed-talk-videos.html>
- 2015 Federation of Associations in Behavioral and Brain Sciences (FABBS) Foundation Early Career Impact Award.
- 2014 American Educational Research Association (AERA) Early Career Award.
- 2014 American Association for the Advancement of Science (AAAS) Early Career Award for Public Engagement with Science.
- 2012-2015 Named in the RHSU Edu-Scholar Public Presence rankings (reflecting scholarly contributions and presence in public discourse). Named among the 5 most influential junior scholars in education in 2013 (the only year eligible). See also: http://blogs.edweek.org/edweek/rick_hess_straight_up/2014/01/2014_rhsu_edu-scholar_public_influence_top_tens.html
- 2012 Awarded an "Honor Coin" of the United States Army by the Commandant of the Non-Commissioned Officer Academy, XVIII Airborne Corps, for translational neuroscience research contributions supporting soldiers' development of emotion awareness, compassion and cultural literacy.
- 2011 Received a "Commendation" from the Board of Supervisors of the County of Los Angeles and Mayor Villaraigosa for translational scientific research contributions impacting public education.
- 2011 Delivered an invited 1-hour address at the annual meeting of the Association for Psychological Science, Washington, D.C.
- 2011 Named a "Rising Star" by the Association for Psychological Science.
See also: <https://www.psychologicalscience.org/observer/rising-stars-3#yang>
- 2010 Awarded the Cozzarelli Prize by the editorial board of the *Proceedings of the National Academy of Sciences* (best paper of the year published in *PNAS* in the behavioral/social science category; 6 papers honored of 3700 published) for Immordino-Yang, M.H., McColl, A., Damasio, H., Damasio, A. (2009). Neural correlates of admiration and compassion. *PNAS*, 106(19), 8021-8026.
- 2008 Inaugural recipient of the "Transforming Education through Neuroscience Award," co-sponsored by the International Mind, Brain and Education Society and the Learning & the Brain Society. See also: Daniel, D. and Fischer, K. W. (2008) First award for transforming education through neuroscience: Mary Helen Immordino-Yang. *Mind, Brain and Education* 2(2), iii.
- 2008 North American Associate Editor for *Mind, Brain and Education*, the journal of the International Mind, Brain and Education Society (IMBES), awarded "Best New Journal in the Humanities and Social Sciences" by the Association of American Publishers Academic Division.
- 2004-2005 American Association of University Women Doctoral Fellowship Recipient.
- 1999-2002 Spencer Foundation Doctoral Research Training Grant Recipient.

Professional Affiliations (Selected)

National Academy of Education (NAEd), elected member, 2023-present.
Society for Research in Child Development (SRCD), member, 2021-present. 2022 Presidential special topics meeting co-chair.
International Society for Research on Emotion (ISRE), member, 2022 Conference program co-chair.
American Educational Research Association (AERA), member 2004-present; founding member of the SIG on neuroscience and education; 2022 nominee for member-at-large.
American Association for the Advancement of Science (AAAS), member, 2018-present.
Society for Research on Adolescence (SRA), member, 2020-present. Interdisciplinary committee, 2021-2024
New York Academy of Sciences (NYAS), invited professional member, 2016-present.
American Psychological Association (APA), member of division 15, 2016-present.
International Mind, Brain and Education Society (IMBES), founding member, 2006-present. Elected to board of directors, 2011-13, 2013-15. Elected president, 2016-2018. Past president 2019-2022, Conference committee, 2022.
International Cultural Neuroscience Consortium (ICNC), invited founding member, advisor, 2011-present.
Society for Affective Science (SAS), founding member, 2014-present.
Society for Neuroscience (SFN), member, 2009-present.
American Psychological Society/Association for Psychological Science (APS), member, 2009-present.
Society for Social Neuroscience (S4SN), founding member, 2010-present.
Society for Personality and Social Psychology (SPSP), member, 2011-present.

Publications

Peer-Reviewed Articles

(underline signifies corresponding/senior author; *signifies student/postdoc author at time of submission; [†]signifies educational practitioner author)

- Immordino-Yang, M.H.**, Nasir, N.S., Cantor, P., & Yoshikawa, H. (2024, in press, invited submission) Weaving a colorful cloth: Centering educational practice, policy and research on humans' emergent and diverse developmental potentials. *Review of Research in Education*. <https://doi.org/inpress>
- Immordino-Yang, M. H.**, Kundrak, C., & [†]Knecht, D. (2024, in press). Civic thinking as a core social-emotional disposition: Coordinated neural development of adolescents' transcendent thinking, social emotion, and self-awareness. *Special Issue of Social and Emotional Learning: Research, Practice, and Policy*, <https://doi.org/doi>
- Lee, C., Nasir, N.S., & **Immordino-Yang, M. H.** (2023, in press). What the sciences of human learning and development can tell us about civic reasoning. *The Annals of the American Academy of Political and Social Sciences Special Issue: The Science of Civics*. <https://doi.org/doi>
- *Riveros, R., Yang, X.F., *Gonzalez, M., & **Immordino-Yang, M.H.** (2023, in press). Sages and seekers: The development of diverse adolescents' transcendent thinking and purpose through an intergenerational storytelling program. *Journal of Positive Psychology*. pre-print doi: <https://doi.org/10.31234/osf.io/5e4bu>
- Immordino-Yang, M.**, & *Riveros, R. (2023). Transcendent social thinking in adolescence: A neuropsychological perspective on supporting youth spiritual thriving. *Second International Research Handbook on Values Education and Student Wellbeing*, Springer Nature.
- *Gotlieb, R. J. M., **Immordino-Yang, M. H.**, *Gonzalez, E., *Rhinehart, L., [†]Mahjouri, S., *Pueschel, E., & *Nadaya, G. (2022). Becoming literate: Educational implications of coordinated neuropsychological development of reading and social-emotional functioning among diverse youth. *Literacy Research*, 71(1), 80-132. <https://doi.org/10.1177/23813377221120107>

- *Gotlieb, R., Yang, X.-F., & **Immordino-Yang, M. H.** (2022). Default and executive networks' roles in diverse adolescents' emotionally engaged construals of complex social issues. *Social Cognitive and Affective Neuroscience*, 17(4), 421-429. <https://academic.oup.com/scan/article-abstract/17/4/421/6378602>
- *Gotlieb, R., Yang, X.-F., & **Immordino-Yang, M.H.** (2022). Concrete and abstract dimensions of diverse adolescents' social-emotional meaning-making, and associations with broader functioning. *Journal of Adolescent Research*. <https://doi.org/10.1177/07435584221091498>
- *Riveros, R., & **Immordino-Yang, M.H.** (2021). Toward a neuropsychology of spiritual development in adolescence. *Adolescent Research Review*, 6(3), 323-332. <https://doi.org/10.1007/s40894-021-00158-1>
- *Gotlieb, R., Yang, X.-F., & **Immordino-Yang, M.H.** (2021). Measuring learning in the blink of an eye: Adolescents' neurophysiological reactions predict long-term memory for stories. *Frontiers in Education-Educational Psychology*, 5. <https://doi.org/10.3389/feduc.2020.594668>
- *Dénervaud, S., Fornari, E., *Yang, X.-F., Hagmann, P., Sander, D., & **Immordino-Yang, M.H.** (2020). An fMRI study of error monitoring in Montessori and traditionally-schooled children. *npj Science of Learning*, 5(11), 1-11. <https://doi.org/10.1038/s41539-020-0069-6>
- *Dénervaud, S., Knebel, J.-F., **Immordino-Yang, M.H.**, & **Hagmann, P.** (2020). Effects of traditional versus Montessori schooling on 4- to 15-year-old children's performance monitoring. *Mind, Brain and Education*, 14(2), 167-175. <https://doi.org/10.1111/mbe.12233>
- Immordino-Yang, M.H.**, Daniel, D.B., Lerner, R.M., & Overton, W.F. (2020). In Memoriam: Remembering Kurt W. Fischer. *Mind, Brain, and Education*, 14(4), 318-321. <https://doi.org/10.1111/mbe.12265>
- Immordino-Yang, M.H.**, Darling-Hammond, L. & *Krone, C. (2019). Nurturing nature: How brain development is inherently social and emotional, and what this means for education. *Educational Psychologist*, 54(3), 185-204. <https://doi.org/10.1080/00461520.2019.1633924>
- *Yang, X.-F., *Pavarini, G., Schnall, S. & **Immordino-Yang, M.H.** (2018). Looking up to virtue: Averting gaze facilitates moral construals via posteromedial activations. *Social Cognitive Affective Neuroscience*, 13(11), 1131-1139. <https://doi.org/10.1093/scan/nsy081>
- *Butler, O., *Yang, X.-F., Laube, C., Kühn, S. & **Immordino-Yang, M.H.** (2018). Community violence exposure correlates with smaller gray matter volume and lower IQ in urban adolescents. *Human Brain Mapping*, 39(5), 2088-2097. <https://doi.org/10.1002/hbm.23988>
- Dehghani, M.**, Boghrati, R., *Man, K., Hoover, J., *Gimbel, S., Vaswani, A., **Immordino-Yang, M.H.**, Gordon, A., Damasio, A.R., & **Kaplan, J.** (2017). Decoding the neural representation of story meanings across languages. *Human Brain Mapping*, 38(12), 6096-6106. <https://doi.org/10.1002/hbm.23814>
Translated into Spanish and reprinted in: *Revista Khana*, Issue 60, pp. 381-399, 2019. Titled: *Decodificando la representación neural del significado de los relatos por entre los idiomas.*
- Immordino-Yang, M.H.** & *Yang, X.-F. (2017, invited submission). Cultural differences in the neural correlates of social-emotional feelings: An interdisciplinary, developmental perspective. *Current Opinion in Psychology, Special Issue on Emotion* edited by L. Feldman Barrett and B. Mesquita, 17, 34-40. <https://doi.org/10.1016/j.copsyc.2017.06.008>
- *Venkatraman, A., Edlow, B. & **Immordino-Yang, M.H.** (2017). The brainstem in emotion: A review. *Frontiers in Neuroanatomy*, 11(15), 69-80. <https://doi.org/10.3389/fnana.2017.00015>
Figures reprinted in: Goel, V. (in press, 2021). Reason and Less. *MIT Press*.
- *Yang, X.-F., & **Immordino-Yang, M.H.** (2017). Culture and cardiac vagal tone independently influence emotional expressiveness. *Culture and Brain*, 5(1), 36-49. <https://doi.org/10.1007/s40167-017-0048-9>
- Immordino-Yang, M.H.** & *Gotlieb, R. (2017). Embodied brains, social minds, cultural meaning: Integrating neuroscientific and educational research on social-affective development. *American Educational Research Journal, Centennial Issue*, 54(1S), 344S-367S. <https://doi.org/10.3102/0002831216669780>
Commentary: Cohen Kadosh, R., & Sella, F. (2017). Connecting Social and Cognitive Embodiment: A New Way to Tailor Educational Programs? *American Educational Research Journal*, 54(1_suppl), 368S-372S.

- Immordino-Yang, M.H.**, *Yang, X. & Damasio, H. (2016). Cultural modes of expressing emotions influence how emotions are experienced. *Emotion*, 16(7), 1033-1039. <https://doi.org/10.1037/emo0000201>
- Immordino-Yang, M.H.** (2016, invited submission). Emotion, sociality, and the brain's default mode network: Insights for educational practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 211-219. <https://doi.org/10.1177/2372732216656869>
- *Gotlieb, R., *Hyde, E., **Immordino-Yang, M.H.** & Kaufman, S.B. (2016, invited submission). Cultivating the Social-Emotional Imagination in Gifted Education: Insights from Educational Neuroscience. *Annals of the New York Academy of Sciences*, 1377(1), 22-31. <https://doi.org/10.1111/nyas.13165>
- Kaplan, J., *Gimbel, S., Dehghani, M., **Immordino-Yang, M.H.**, Segae, K., Damasio, H., Gordon, A., & Damasio, A. (2016). Processing narratives concerning protected values: A cross-cultural investigation of neural correlates. *Cerebral Cortex*, 27(2), 1428–1438. <https://doi.org/10.1093/cercor/bhv325>
- *Saxbe, D., *Del Piero, L., **Immordino-Yang, M.H.**, Kaplan, J., & Margolin, G. (2016). Neural mediators of the intergenerational transmission of family aggression. *Development and Psychopathology*, 28(02), 595-606. <https://doi.org/10.1017/S0954579415000528>
- *Saxbe, D., *Del Piero, L., **Immordino-Yang, M.H.**, Kaplan, J., & Margolin, G. (2015). Neural correlates of adolescents' viewing of parents' and peers' emotions: Associations with risk-taking behavior and risky peer affiliations. *Social Neuroscience*, 10(6), 592-604. <https://doi.org/10.1080/17470919.2015.1022216>
- Immordino-Yang, M.H.**, *Yang, X. & Damasio, H. (2014). Correlations between social-emotional feelings and anterior insula activity are independent from visceral states but influenced by culture. *Frontiers in Human Neuroscience*, 8:728. <https://doi.org/10.3389/fnhum.2014.00728>
- NOTE: From approximately 3 weeks after its release, this article has ranked in the top 5% of all published articles for attention received. In November, 2015 this article was named a “tier-climbing” selection and a focused review paper was invited. *Front. Hum. Neuro.* is now the number-one most cited psychology journal in the world.
- Dehghani, M., **Immordino-Yang, M. H.**, Graham, J., Marsella, S., Forbus, K., Ginges J., Tambe, M. & Maheswaran, R. (2014). Computational Models of Moral Perception, Conflict and Elevation. *Proceedings of the International Association for Computing and Philosophy*.
- Sagae, K., Gordon, A. S., Dehghani, M., Metke, M., Kim, J.S., *Gimbel, S.I., *Tipper, C., Kaplan, J. & **Immordino-Yang, M.H.** (2013). A data-driven approach for classification of subjectivity in personal narratives. *Proceedings of the 2013 Workshop on Computational Models of Narrative*, 32, 198-213, OASIs, Scholss Dagstuhl. <http://drops.dagstuhl.de/opus/volltexte/2013/4145/>
- Immordino-Yang, M.H.** (2013, invited submission). Studying the Effects of Culture by Integrating Neuroscientific with Ethnographic Approaches. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 24(1), 42-46. <https://doi.org/10.1080/1047840X.2013.770278>
- Immordino-Yang, M.H.** & *Singh, V. (2013). Hippocampal contributions to the processing of social emotions. *Human Brain Mapping*, 34(4), 945-955. <https://doi.org/10.1002/hbm.21485>
- Chiao, J. & **Immordino-Yang, M.H.** (2013, invited submission). Modularity and the cultural mind: Contributions of cultural neuroscience to cognitive theory. *Perspectives on Psychological Science*, 8(1), 56-61. <https://doi.org/10.1177/1745691612469032>
- *Yang, X., *Bossman, J., *Schiffhauer, B., *Jordan, M., & **Immordino-Yang, M.H.** (2013). Intrinsic default mode network connectivity predicts spontaneous verbal descriptions of autobiographical memories during social processing. *Frontiers in Psychology*, 3:592. <https://doi.org/10.3389/fpsyg.2012.00592>
- *Saxbe, D., *Yang, X., *Borofsky, L., **Immordino-Yang, M. H.** (2013). The embodiment of emotion: Language use during the feeling of social emotions predicts cortical somatosensory activity. *Social Cognitive and Affective Neuroscience*, 8(7), 806-812. <https://doi.org/10.1093/scan/nss075>
- Immordino-Yang, M.H.**, *Christodoulou, J., & *Singh, V. (2012). Rest is not idleness: Implications of the brain's default mode for human development and education. *Perspectives on Psychological Science*, 7(4), 352-364. <https://doi.org/10.1177/1745691612447308>

- Immordino-Yang, M.H.** (2011, invited submission). Musings on the neurobiological and evolutionary origins of creativity via a developmental analysis of one child's poetry. *LEARNING Landscapes*, 5(1), 133-139. <https://doi.org/10.36510/learnland.v5i1.536>
Adapted and reprinted as a feature article in: *International Primary Curriculum Magazine*, Issue 9, pp. 22-23, Spring 2013.
Translated into Spanish and reprinted as a feature article in: *Para el Aula*, Issue 6, pp.4-7, June 2013.
Titled: *Reflexiones acerca de los orígenes neurobiológicos*.
- Immordino-Yang, M.H.** (2011, invited submission). Implications of affective and social neuroscience for educational theory. *Educational Philosophy and Theory*, 43(1), 98-103. <https://doi.org/10.1111/j.1469-5812.2010.00713.x>
Reprinted in: K. Patten & S. Campbell, Eds. (2011), *Educational neuroscience: Initiatives and emerging issues*. Wiley-Blackwell: Hoboken, 97-102.
- Immordino-Yang, M.H.** (2011, invited submission). Me, my “self” and you: Neuropsychological relations between social emotion, self awareness, and morality. *Emotion Review*, 3(3), 313-315. <https://doi.org/10.1177/1754073911402391>
- Immordino-Yang, M.H., Chiao, J.Y., & Fiske, A.P.** (2010). Neural re-use in the social and emotional brain. *Behavioral and Brain Sciences*, 33(4), 275-276. <https://doi.org/10.1017/S0140525X10001020>
- Immordino-Yang, M. H.** (2010, invited submission). Toward a micro-developmental, interdisciplinary approach to social emotion. *Emotion Review*, 2(3), 217-220. <https://doi.org/10.1177/1754073910361985>
- Immordino-Yang, M.H.** & *Sylvan, L. (2010, invited submission). Admiration for virtue: Neuroscientific perspectives on a motivating emotion. *Contemporary Educational Psychology*, 35(2), 110-115. <https://doi.org/10.1016/j.cedpsych.2010.03.003>
- Immordino-Yang, M.H., *McColl, A., Damasio, H., & Damasio, A.** (2009). Neural correlates of admiration and compassion. *Proceedings of the National Academy of Sciences*, 106(19), 8021-8026. <https://doi.org/10.1073/pnas.0810363106>
NOTE: This paper received the 2010 Cozzarelli Prize from the PNAS editorial board.
Commentary: Haidt, J. & Morris, J. (2009). Finding the self in self-transcendent emotions. *Proceedings of the National Academy of Sciences*, 106(19), 7687-7688.
- Immordino-Yang, M.H.** (2008, invited submission). The smoke around mirror neurons: Goals as sociocultural and emotional organizers of perception and action in learning. *Mind, Brain, and Education*, 2(2), 67-73. <https://doi.org/10.1111/j.1751-228X.2008.00034.x>
- Immordino-Yang, M.H.** (2008, invited submission). The stories of Nico and Brooke revisited: Toward a cross-disciplinary dialogue about teaching and learning. *Mind, Brain, and Education*, 2(2), 49-51. <https://doi.org/10.1111/j.1751-228X.2008.00029.x>
- Immordino-Yang, M.H.** (2007). A tale of two cases: Lessons for education from the study of two boys living with half their brains. *Mind, Brain and Education*, 1(2), 66-83. <https://doi.org/10.1111/j.1751-228X.2007.00008.x>
Commentaries:
Ablin, J. L. (2008). Learning as problem design versus problem solving: Making the connection between cognitive neuroscience research and educational practice. *Mind, Brain, and Education*, 2(2), 52-54.
Christoff, K. (2008). Applying neuroscientific findings to education: The good, the tough and the hopeful. *Mind, Brain, and Education*, 2(2), 55-58.
Snow, C. (2008). Varied developmental trajectories: Lessons for educators. *Mind, Brain, and Education*, 2(2), 59-61.
vanGeert, P., & Steenbeek, H. (2008). Brains and the dynamics of "wants" and "cans" in learning. *Mind, Brain, and Education*, 2(2), 62-66.

Immordino-Yang, M.H., & Damasio, A.R. (2007, invited submission). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain and Education*, 1(1), 3-10. <https://doi.org/10.1111/j.1751-228X.2007.00004.x>

NOTE: This paper was downloaded from Wiley-Blackwell 4627 times in 2013—more than any other article. Translated into Spanish and Portuguese and reprinted in: *Iniciación a la Neurociencia Educacional: La ciencia de la mente, el cerebro y la educación* [Educational Neuroscience: The Science of Mind, Brain and Education] (2013, in press). Lima, Peru: Cerebrum Ediciones. To be distributed in South and Central America.

Portions reprinted in: Brzycki, H. (2013). *The self in schooling: Theory and Practice: How to Create Happy, Healthy, Flourishing Children in the 21st Century*. USA: BG Publishing.

Reprinted in *Learning Landscapes* (2011), 5(1), 115-131.

Reprinted in *Jossey-Bass reader on the brain and learning* (2008, pp.183-198). San Francisco, CA: Jossey-Bass.

Reprinted in Parkay, F.W., Hass, G. J., & Anctil, E. J., Eds. (2009). *Curriculum leadership: Readings for developing quality educational programs*, 9th Edition, Boston, MA: Allyn and Bacon.

Fischer, K. W., Daniel, D. B., **Immordino-Yang, M. H.**, Stern, E., Battro, A., & Koizumi, H. (2007). Why mind, brain, and education? Why now? *Mind, Brain and Education*, 1(1), 1-2. <https://doi.org/10.1111/j.1751-228X.2007.00006.x>

Peer-reviewed articles invited/submitted/under review/in preparation

- *Gotlieb, R., Yang, X-F., & **Immordino-Yang, M.H.** (revision under review). Diverse Adolescents' Transcendent Thinking Predicts Young Adult Psychosocial Outcomes via Brain Network Development.
- Yang, X.-F., *Heine, K., & **Immordino-Yang, M.H.** (invited, under review). Longitudinal Effects of Community Violence Exposure during Mid-Adolescence on Structural and Functional Neural Network Development in Diverse Urban Youth. *Journal of Research on Adolescence*.
- *Kundrak, C., **Immordino-Yang, M.H.**, Yang, X.F., *Baniqued, P. (under review) Connecting professional vision to teaching practice: Social-cognitive analysis reveals the mediating role of secondary teachers' pedagogical orientations.
- Yang, X.-F., *Baniqued, P., *Heine, K., *Gotlieb, R., & **Immordino-Yang, M.H.** (in late-stage preparation). Developmental neuroanatomical correlates of IQ and transcendent thinking in diverse adolescents: A 2-year longitudinal study.
- *Kundrak, C., Yang, X.-F., *Baniqued, P., & **Immordino-Yang, M.H.** (in late-stage preparation). Teachers' neurophysiology mediates the effect of pedagogical practices on secondary students' experiences of challenge and care.
- *Denervaud, S., *Baniqued, P., Yang, X.-F., & Immordino-Yang, M.H. (in late-stage preparation). Making mistakes matter: Neuropsychological correlates of performance monitoring in math learning.
- *Kundrak, C., *Candaux, E., Yang, X.-F., *Baniqued, P., & **Immordino-Yang, M.H.** (in late-stage preparation). Secondary teachers' beliefs about learning and pedagogical practices are linked via pedagogical orientations, and mediated by cultivated cardiac regulatory capacities

Invited book chapters/sections

Immordino-Yang, M.H. (2023). Foreword. In Spence, L., & Mitra, A. (2023). Educational neuroscience for literacy teachers: Research-backed methods and practices for effective reading instruction (1st ed.). Routledge. <https://doi-org.libproxy1.usc.edu/10.4324/9781003256199>

*Riveros, R., & **Immordino-Yang, M.H.**, (2022). Transcendent social thinking in adolescence: A neuropsychological perspective on supporting youth spiritual thriving. *Second International Research Handbook on Values Education and Student wellbeing*. New South Wales, Australia: Springer.

- Immordino-Yang, M.H.**, Darling-Hammond, L. & *Krone, C. (2022). Nurturing nature: How brain development is inherently social and emotional, and what this means for education. *Social and Emotional Learning*. New York: Routledge (Taylor & Francis).
- Immordino-Yang, M.H.** & *Gotlieb, R. (2020). Understanding Emotional Thought Can Transform Educators' Understanding of How Students Learn. In Thomas, Mareschal & Dumontheil (Eds.), *Educational Neuroscience: Development across the Lifespan*. Chapter 10 (pp. 244-269). London, U.K.: Psychology Press (Taylor & Francis).
- NOTE: French translation by Jérôme Alain Lapasset published in *Unité Socio-Cognition*, 2021.
- Immordino-Yang, M.H.** (2019). Embodied brains, social minds, cultural meaning: Why emotions really matter for learning. In Liliana Landolfi (Ed.), *Framing Minds: English and Affective Neurosciences*. Chapter 2, Part II: Neurosciences and Emotions. (pp. 15-34). Naples, Italy: Liguori Editore.
- *Gotlieb, R., *Hyde, E., **Immordino-Yang, M.H.**, Kaufman, & S.B. (2018). Imagination is the seed of creativity. In J. Kaufman & R. Sternberg (Eds.), *Cambridge Handbook of Creativity* (2nd ed.). Cambridge, U.K.: Cambridge University Press.
- Immordino-Yang, M.H.** & *Gotlieb, R. (2017). An evolving understanding of social emotions: A mind, brain and education perspective. In M. Schwartz & Pare-Blagoev, J. (eds.) *Mind, Brain and Education*. Chapter 3 (pp. 73-96). New York: Routledge.
- NOTE: Translation into French by Jérôme Alain Lapasset for *Approche Neuropsychologique des Apprentissages chez l'Enfant*.
- Selections translated into French by Jérôme Alain Lapasset published in *Unité Socio-Cognition*, 2018.
- Translated into Spanish and republished in 2018 by the Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe.
- Immordino-Yang, M.H.** (2016). Foreword. In M. Conyers & D. Wilson, *Smarter teacher leadership: Neuroscience and the power of purposeful collaboration*. New York: Teacher's College Press.
- *Gotlieb, R., *Jahner, E., **Immordino-Yang, M.H.**, & Kaufman, S.B. (2016). How social-emotional imagination facilitates deep learning and creativity in the classroom. In R. Beghetto & J. Kaufman (Eds.), *The Cambridge Companion to Nurturing Creativity in the Classroom, second edition* (pp. 308-336). Cambridge: Cambridge University Press.
- Immordino-Yang, M.H.** (2015). Embodied brains, social minds: Toward a cultural neuroscience of social emotion. In Chiao, J., Li, S.-C., Seligman, R., Turner, R. (Eds.), *Oxford Handbook of Cultural Neuroscience*, Chapter 8, Part II: Cultural neuroscience of Emotion (pp. 129-142). Oxford: U.K.: Oxford University Press.
- Immordino-Yang, M.H.** & *Christodoulou, J.C. (2014). Neuroscientific contributions to understanding and measuring emotions in educational contexts. In R. Pekrun & L. Linnenbrink-Garcia (eds.), *International handbook of emotions in education* (pp. 607-624). New York, NY: Taylor and Francis/Routledge.
- Immordino-Yang, M.H.** (2014). Foreword. S. Madrid, R. Kantor and D. Fernie (Eds.) *(Re)Framing the emotional worlds of the early childhood classroom* (pp. xi-xii). Routledge Press.
- Immordino-Yang, M.H.** (2014). Developing Computer Interfaces that Inspire: Insights from affective neuroscience. In R. Calvo and D. Peters (Eds.), *Positive Computing: Technology for well-being and human potential* (pp. 251-252). Cambridge, MA: MIT Press.
- Immordino-Yang, M.H.** (2012). Emotion and cognition are co-regulated. In G. Rappolt-Schlichtmann, S.G. Daley, & L.T. Rose (Eds.), *A Research Reader in Universal Design for Learning* (pp.57-90). Cambridge, MA: Harvard Education Press.
- Immordino-Yang, M.H.** & Fischer, K.W. (2011). Neuroscience bases of learning. In V. G. Aukrust (Ed.), *Learning and Cognition in Education* (pp. 9-15). Oxford, U.K.: Elsevier.
- Immordino-Yang, M. H.** & *Singh, V. (2011). Designing learning technologies: Perspectives from social and affective neuroscience. In R. Calvo and S. DiMello (Eds.), *Affective Prospecting: New perspectives on Affect and Learning Technologies* (pp. 233-242). Sydney: Springer.

Immordino-Yang, M.H. & Fischer, K.W. (2010). Neuroscience bases of learning. In P. Peterson, E. Baker, B. McGaw (Eds.), *International Encyclopedia of Education* (3rd ed., pp. 310-316). Oxford, U.K.: Elsevier.

Immordino-Yang, M. H., & *Faeth, M. (2010). The role of emotion and skilled intuition in learning. In D. A. Sousa (Ed.), *Mind, Brain and Education: Neuroscience Implications for the Classroom* (pp.66-81). Bloomington, IN: Solution Tree Press.

Translated into Mandarin and reprinted in 情绪与直觉在学习中的作用;

Jiaxian Zhou (周加仙) et al. translated. 心智、脑与教育：教育神经科学对课堂教学的启示 (pp. 55-68).

Immordino-Yang, M.H., & Fischer, K. W. (2010). Brain development. In I. Weiner & E. Craighead (Eds.), *Corsini encyclopedia of psychology, 4th Edition* (pp. 254-256). New York: John Wiley & Sons.

Immordino-Yang, M. H. (2009). Social neuroscience and its application to education. In S. Feifer & G. Rattan (Eds.), *Emotional disorders: A Neuropsychological, Psychopharmacological, and Educational Perspective* (pp. 15-22). Middletown, MD: School Neuropsychology Press.

Fischer, K.W., & Immordino-Yang, M. H. (2008). The fundamental importance of the brain and learning for education. In *Jossey-Bass reader on the brain and learning*. (pp. xvii – xxi). San Francisco, CA: Jossey-Bass.

Immordino-Yang, M.H. (2007). Introduction & Chapter 3: Compensation after losing half of the brain. In A. Nava (Ed.), *Critical issues in brain science and pedagogy* (pp. 3-4, 45-54). San Francisco: McGraw Hill.

Immordino-Yang, M.H. & Deacon, T. (2007). An evolutionary perspective on reading and reading disorders? In K.W. Fischer, J. H. Bernstein & M.H. Immordino-Yang (Eds.), *Mind, brain and education in reading disorders*. (pp. 16-29). Cambridge: Cambridge University Press.

Immordino-Yang, M.H., & Fischer, K.W. (2007). Dynamic development of hemispheric biases in three cases: Cognitive/hemispheric cycles, music, and hemispherectomy. In D. Coch, K. W. Fischer & G. Dawson (Eds.), *Human behavior, learning and the developing brain: Vol.1. Typical development* (pp. 74-111). New York, NY: Guilford Press.

Fischer, K.W., Immordino-Yang, M.H., & Waber, D. (2007). Toward a grounded synthesis of mind, brain, and education for reading disorders: An introduction to the field and this book. In K. W. Fischer, J. H. Bernstein, & M. H. Immordino-Yang (Eds.), *Mind, brain and education in reading disorders* (pp. 3-15). Cambridge, UK: Cambridge University Press.

Katzir, T., **Immordino-Yang, M.H., & Fischer, K.W.** (2007). Mind, brain, and education in the era of globalization. In M. M. Suarez-Orozco (Ed.), *Learning and living in the global era: International perspectives on globalization and education* (pp. 85-103). Berkeley, CA: University of California Press/Ross Institute.

Peer-reviewed monographs

Fischer, K.W., & Immordino-Yang, M.H. (2002). Cognitive development and education: From dynamic general structure to specific learning and teaching. In E. Lagemann (Ed.), *Traditions of scholarship in education*. Chicago: Spencer Foundation. (55 pages)

Edited books

Fischer, K.W., Bernstein, J.H., & Immordino-Yang, M.H. (Eds.). (2007). *Mind, brain and education in reading disorders*. Cambridge: Cambridge University Press.

Authored books

Immordino-Yang, M.H. (November, 2015, 2nd ed. 2016). *Emotions, Learning and the Brain: Exploring the educational implications of affective neuroscience*. New York: W.W. Norton & Co. Foreword by Howard Gardner; afterword by Antonio Damasio. <https://wnorton.com/books/9780393709810>

Translations:

Italian translation with Cortina Press released July, 2017

Spanish translation (for distribution across Central/South America) released 2018 with AIQUE Publishing House. <http://www.aique.com.ar/libro/emociones-aprendizaje-y-el-cerebro>

Mandarin translation with Tsinghua University Press released 2020. 157th Best-seller in China, December 2020. <https://www.bookask.com/book/3215957.html>

Korean translation with Vasudeva released January, 2020

Portuguese translation in press.

Reprinted Selections (selected):

KQED Mind/Shift, May 31, 2016, <http://ww2.kqed.org/mindshift/2016/05/31/why-emotions-are-integral-to-learning/> Noodle, <https://www.noodle.com/articles/why-emotions-are-integral-to-learning-mary-helen-immordino-yang>

The Neuropsychologist, November issue 2014

Technical reports/Policy briefs/White papers

Dong, D., Duke, N., Harris, J., **Immordino-Yang, M.H.**, Lee, C., Nasir, N.S., Woodward, R., Educating for civic reasoning and discourse, *National Academy of Education Literacy Sub-Committee Report*, National Academy of Education, 2023.

UNESCO Global Education Assessment Report. (2022, March). <https://mgiep.unesco.org/iseeareport>

Immordino-Yang, M.H., *Gotlieb, R., *Gonzalez, E., Mahjouri, S., *Nadaya, G., *Peuschel, E., Rhinehart, L., & Yang, X.-F. (2022, February 9). Becoming a reader: What we know and what we need to know about literary and reading self-efficacy among Black, Brown and Indigenous Low-SES youth. White paper prepared for practitioners and public audiences. <https://storage.googleapis.com/aerdf-assets/2022/02/5d17721b-becoming-a-reader.pdf>

Smart, A., & **Immordino-Yang, M.H.** (2019). Educating for the social, the emotional and the sustainable: Diverse perspectives from over 60 contributors addressing global and national challenges. Interview in brief written for NISSEM. 14 pp. <https://drive.google.com/file/d/1CyLU6zoulWskBUEOCc7w2k62LNLTTuk8/view>

Immordino-Yang, M.H., Darling-Hammond, L., & *Krone, C. (2018). *The Brain Basis for Integrated Social, Emotional and Academic Development: How Emotions and Social Relationships Drive Learning*. Policy Brief written for The Aspen Institute National Commission on Social, Emotional and Academic Development. 16 pp. <https://www.aspeninstitute.org/publications/the-brain-basis-for-integrated-social-emotional-and-academic-development/>

NOTE: French translation by Jérôme Alain Lapasset published in *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 2020.

Alliance for Excellent Education. (2018). *Science of Adolescent Learning: How Body and Brain Development Affect Student Learning*. R. Harper and the All4Ed Commission on Adolescence. <https://all4ed.org/wp-content/uploads/2018/08/Science-of-Adolescent-Learning-How-Body-and-Brain-Development-Affect-Student-Learning.pdf>

National Academies of Sciences, Engineering, and Medicine's Committee on the Science and Practice of Learning. (2018). *How People Learn II: Learners, Contexts and Cultures*. Washington, DC: National Academies Press. DOI: <https://doi.org/10.17226/24783>

Aspen Institute National Commission on Social, Emotional and Academic Development. (2017). *The Evidence Base for How We Learn: Social, Emotional and Academic Development*, National report jointly informed by the Commission, written by S. Jones and J. Kahn.

Immordino-Yang, M.H. (2016). Emotions, learning and the brain. Fact sheet prepared for the AERA Knowledge Forum centennial initiative Briefing Book; access via <http://www.aera.net/Newsroom/AERAHighlightsE-newsletter/AERAHighlights-February2016/AERABringsScholarsandThoughtLeaderstoFebruaryKnowledgeForum/tabid/16226/Default.aspx>

Immordino-Yang, M.H. (2014). Neurobiological perspectives on human thriving. Essay prepared for and presented at The Thrive Forum on Evolutionary Psychology, organized by the Thrive Center for Human Development, Fuller Graduate School of Psychology, June 23, 2014, Pasadena, CA.

Winstein, C., **Immordino-Yang, M.H.**, Aziz-Zadeh, L. (2009). Promoting Generalization in Stroke Rehabilitation: The Social Cognitive Perspective. Report prepared for the *National Institutes of Health* workshop on Promoting Generalization in Cognitive Stroke Rehabilitation, June 3-4, 2009, Washington DC.

Non peer-reviewed articles, book reviews, popular press articles, letters to the editor

Immordino-Yang, M.H. (2022, March 3). Purpose, feelings, deep thinking, and relationships drive brain development. Invited comment on Possible futures: Toward a new grammar of schooling. By Mehta, J., in *Phi Delta Kappan*. <https://kappanonline.org/thematic-article/purpose-feelings-deep-thinking-and-relationships-drive-brain-development/>

Immordino-Yang, M.H. & *Gotlieb, R. (2021, December). Faculty Opinions recommendation of Acquiring group bias: Observing other people's nonverbal signals can create social group biases. By Skinner, A. L., Olson, K. R., & Meltzoff, A. N., in *Faculty Opinions*. doi: 10.3410/f.736617058.793590322

Immordino-Yang, M.H. & Knecht, D. (2020, May). Building meaning builds teens' brains: Connecting adolescents' concrete work to big ideas may help shape their neural networks over time. *Educational Leadership*. ascd.org/publications/educational-leadership/may20/vol77/num08/Building-Meaning-Builds-Teens'-Brains.aspx

NOTE: French translation by Jérôme Alain Lapasset in press.

Reprinted in *npj Science of Learning Community*, April, 2021.

<https://npjscilearncommunity.nature.com/posts/building-meaning-builds-teens-brains>

Immordino-Yang, M.H. (2018) How we can use brain science to inform educational innovation. First: Understand how relationships matter. Article for the RSOE Magazine, fall/winter 2018, celebrating the school's centennial.

Immordino-Yang, M.H., Polakow-Suransky, S. & Knecht, D. (2018, July) Why science says school is boring. *Education Week Blog*. http://blogs.edweek.org/edweek/learning_social_emotional/2018/07/why_science_says_school_is_boring.html

Farrington, C. & **Immordino-Yang, M.H.** (2017, July). What does the neuroscience say? Letter to the Editor, *Education Week*. <http://www.edweek.org/ew/articles/2017/07/19/is-social-emotional-learning-a-hoax-readers-respond.html>

Case, M., Bryan, R., & **Immordino-Yang, M.H.** (2017). Emotions and learning: A conversation between Bob Bryan, Head of Viewpoint School, and Mary Helen Immordino-Yang. *Viewpoint Magazine*, Spring Issue, 18-23.

Immordino-Yang, M.H. (2016). Rest is not idleness in the brain: Why reflection is an important part of learning. Published in *Mandarin*, in the Chinese magazine "Global Education."

Immordino-Yang, M.H. (2015, October 10) Response to, *To teach grit or not to teach grit: That is the question*. Invited blog post published on *Education Week Teacher*.

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/10/response_to_teach_grit_or_not_to_teach_grit_-_that_is_the_question.html

- Immordino-Yang, M.H.** (2015, March 21). Rest is not idleness in the brain: Why kids may need downtime and opportunities for reflection to develop a strong sense of self and a moral compass. *The People's Science: Creating a conversation between scientists and the public*.
<https://thepeoplescience.forumbee.com/t/80hv4g>
- Pare-Blagoev, J. & **Immordino-Yang, M.H.** (2015). Introduction to the conference special issue: Breadth and depth from the Fifth International Mind, Brain, and Education Society conference. *Mind, Brain and Education*. 9(2), 61-63.
- Immordino-Yang, M.H.** (2014). Transforming education through neuroscience award recipient: David Daniel. *Mind, Brain and Education*.
- Immordino-Yang, M.H.** (2013, Spring). The science of social learning. *Futures in Urban Ed Magazine*, USC Rossier School of Education, pp. 22-23.
- Bartlett, S. & **Immordino-Yang, M.H.** (2012). An interview with Mary Helen Immordino-Yang on emotions and relationships in early childhood. *Foundations*, Hunter Institute of Mental Health, Sydney, (11), 10-12.
- Immordino-Yang, M. H.** (2011, Winter/Spring). Game-changing research: An interview on neuroscience and education. *Futures in Urban Ed*, USC Rossier School of Education, p. 15.
- Immordino-Yang, M. H.** (2009). Transforming education through neuroscience award recipient: Kurt Fischer. *Mind, Brain and Education*, 3(4), 218-219.
- Immordino-Yang, M. H.** (2008, July 12). Strange Lessons. *New Scientist*, 44-45.
- Immordino-Yang, M. H.** (2008, July 10). Emotions, Social Relationships, and the Brain: Implications for the Classroom. *ASCD Express*, 3(20).
- Immordino-Yang, M. H.** (2008). Review of the book, *How the body shapes the way we think: A new view of intelligence*, by Rolf Pfeifer and Josh Bongard (Cambridge, MA: MIT Press, 2007). *European Legacy*, 13(6).
- Immordino-Yang, M.H.** (2001). When 2 + 2 makes kids trip: Making sense of brain research in the classroom. *Basic Education*, 45(8), 16-19.

Invited National/International Academic Conference Presentations

- Immordino-Yang, M.H.** (2023, May) Presentation, Jacobs Foundation Conference, Conference title: "Preparing learners with the skills to thrive across contexts and time. How to measure and foster such skills." Cascais, Portugal.
- Immordino-Yang, M.H.** (2023, April) *Consequential Research on Learning and Development: Diverse Pathways for Learning and Integration Across Domains of Development*. American Educational Research Association, presidential session annual meeting. Chicago, IL.
- Immordino-Yang, M.H.** (2022, September). *Toward a Holistic Developmental Science: Catalyzing Transdisciplinary Multi-Sector Collaborations to Understand and Support Human Development*. Society for Research in Child Development's Presidential Initiative Special Topics Meeting, St. Louis, MO.
- Immordino-Yang, M.H.** (2022, June). *Building Meaning Builds Teens' Brains: Beyond IQ, Adolescents' Dispositions to Construct Transcendent Narratives Predict Their Neural Development and Young Adult Wellbeing*. In C. Lee (chair), *Development within multi-dimensional complex systems: Evolutionary processes, individual development and participation in cultural practices*. Symposium presented at the Jean Piaget Society's "Putting Development Back into Evolution" Conference, Philadelphia, PA.

- Immordino-Yang, M.H.** (2022, March). *Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain, and what this means for post pandemic schooling*. Invited Keynote at National Association of Independent Schools (NAIS).
- Immordino-Yang, M.H.** (2021, December). *Solving the Frankenstein program: Why literacy development is cognitive, social, emotional and cultural to the brain*. Invited plenary speaker for the 71st Annual Conference of the Literacy Research Association, Atlanta, GA.
<https://www.youtube.com/watch?v=GW9bPZLSJCK> (starts at 23:25)
- Immordino-Yang, M.H.** (virtual, 2021, October) *Emotions and Learning: Minds that create flourishing societies*. Invited speaker, Socioemotional Learning webinar, Fundación Educacional Seminario, Santiago, Chile.
- Immordino-Yang, M.H.** (2021, August). *Together we transcend: Building adolescents' self-transcendent purpose and virtues through an intergenerational storytelling intervention*. Invited talk at the Templeton Foundation's Character Interventions Conference, San Diego, CA.
- Immordino-Yang, M.H.** (2021, June, virtual; rescheduled from 2020, June, Montreal) *A new science of adolescent education: Transdisciplinary conversations on brain, development and learning*. Chair and Speaker, Kurt Fischer Honorary Symposium presented at the International Mind, Brain and Education Society Conference.
- Immordino-Yang, M.H.** (2021, April). *Creating Expansive and Equitable Learning Environments: Elaborating the RISE Learning Principles*. Invited Presidential Session discussant at the American Educational Research Association Virtual Annual Meeting.
- Immordino-Yang, M.H.** (2021, March; rescheduled from 2020, March.) *Interdisciplinarity and the Advancement of Research on Adolescence*. Invited panel session at the Society for Research on Adolescence Interdisciplinary Committee Webinar, Middleton, WI.
<https://www.youtube.com/watch?reload=9&v=EUfkyIYg8YI&feature=youtu.be>
- Immordino-Yang, M.H.** (2020, October). Chair/Speaker for 2020 Social Emotional Learning (SEL) Exchange Virtual Summit for Collaborative for Academic, Social, and Emotional Learning (CASEL). CANCELED.
- Immordino-Yang, M.H.** (2020, March). *Embodied Brains, Social Minds, Cultural Meaning*. Invited colloquium for the Adolescent Religious and Spiritual Development Preconference Panel for Society for Research on Adolescence, San Diego, CA. <https://osf.io/n5y8w/>
- Immordino-Yang, M.H.** (2020, January). *Solving the Frankenstein Problem: Sewing together scholarly excellence, personal development, and social-emotional wellbeing*. Keynote address at the 18th Annual Faculty Conference on Teaching Excellence; Temple University, Philadelphia, PA.
- Immordino-Yang, M.H.** (2019, November). *Solving the Frankenstein Problem: How the arts may help integrate social, emotional and academic brain development*. Keynote address to the Learning Edge Conference: Arts for Life, Deep Learning, Deep Connections; Brigham Young University, Salt Lake City, UT.
- Immordino-Yang, M.H.** (2019, November). *Embodied brains, social minds, cultural meaning: Interdisciplinary, developmental research on social emotions in education*. Keynote address at the Templeton Foundation's Character Interventions Conference, Temecula, CA.
- Immordino-Yang, M.H.** (2019, November). *Together we transcend: Building adolescents' self-transcendent purpose and virtues through an intergenerational storytelling intervention*. Invited presentation at the Templeton Foundation's Character Interventions Conference, Temecula, CA.
- Immordino-Yang, M.H.** (2019, October). *Embodied brains, social minds, cultural meaning: Interdisciplinary, developmental research on social emotions in education*. Keynote address to the University of Paris Est Créteil (UPEC) International Conference on Empathy, Paris, France.
- Immordino-Yang, M.H.** (2019, October). *Mind & Life Europe Contemplative Science Symposium on "Beyond Confines- Integrating Science, Consciousness and Society,"* Fürstentfeldbruck, Germany.

- Immordino-Yang, M.H.** (2019, October). The importance of SEL and the impacts on students and adults. Keynote presentation at the Schools of the Future Conference in Honolulu, HI.
- Immordino-Yang, M.H.** (2019, July). Interdisciplinary Studies of Social Emotion. Keynote presentation to the International Society for Research on Emotion (ISRE) pre-conference in Amsterdam, Netherlands (by videoconference).
- Immordino-Yang, M.H.** (2019, March). Neuropsychological studies of social-emotional meaning-making: Insights for creativity research and education. Opening Keynote to the Society for Neuroscience of Creativity Annual Conference, San Francisco, CA.
- Immordino-Yang, M.H.** (2018, December). Embodied brains, social minds, cultural meaning: Interdisciplinary, developmental research on social emotions. Presented at *Theoretical Implications for Emotions and Learning*, at the McGill University-Computer Research Institute of Montreal conference on The Role of Emotions in Technology-Rich Learning Environments in the STEM field, Montreal, Canada.
- Immordino-Yang, M.H.** (2018, November). Integrating insights from social-affective neuroscience into education research and policy on social, emotional and academic development (SEAD). Invited presentation to the Spencer Foundation Fall Fellows Retreat/National Academy of Education Annual Meeting, Washington, D.C.
- Immordino-Yang, M.H.** (2018, June). Embodied brains, social minds, cultural meaning: Interdisciplinary, developmental research on social emotions in education. Plenary talk to The 7th Latin American School for Education, Cognitive and Neural Sciences, Termas el Corazón, Chile.
- Immordino-Yang, M.H.** (2018, September). Mind, Brain and Education: Solving the Frankenstein Problem. Opening address to the Bi-Annual Meeting of the International Mind, Brain and Education Society, University of Southern California, Los Angeles, CA.
- Immordino-Yang, M.H.** (2018, May). Embodied brains, social minds, cultural meaning: Why emotions are fundamental to thinking. Keynote lecture to the annual International Conference on Thinking, Miami, FL.
- Immordino-Yang, M.H.** (2018, March). Emotions, learning and the brain: Second language learning in the context of global thinking and citizenship. Keynote address to the Teachers of English to Speakers of Other Languages (TESOL) international conference, Chicago, IL. (Audience ~5000)
- Immordino-Yang, M.H.** (2018, April). Longitudinal, interdisciplinary studies of adolescent social-emotional processing. Invited talk to the annual conference of the Society for Affective Science, Los Angeles, CA.
- Immordino-Yang, M.H.** (2017, December). Opening keynote to kick off the Chan Zuckerberg Initiative on Science of Learning and Development (SoLD), Redwood City, CA.
- Immordino-Yang, M.H.** (2017, November). Embodied brains, social minds, cultural meaning: Toward an interdisciplinary affective science applied to education. Invited address to the Swiss Institute for Affective Sciences (CISA) conference on Emotion and Education, University of Geneva, Switzerland.
- Immordino-Yang, M.H.** (2017, October). Embodied brains, social minds, cultural meaning: Education for the development of global citizens. Invited keynote to the annual meeting of the International Baccalaureate of Europe, Africa and the Middle East, held at the Hague, Amsterdam, Netherlands. (audience 1500)
- Immordino-Yang, M.H.** (2017, October). Learning how to feel. Invited keynote to the International Conference on Framing Minds: English and Affective Neurosciences, University of Naples L'Orientale, Italy. <https://www.youtube.com/watch?v=dhJG39fiE6g&feature=youtu.be>
- Immordino-Yang, M.H.** (2017, April). Embodied brains, social minds, cultural meaning: An interdisciplinary scientific perspective on digital learning. Invited keynote address to the National Science Foundation conference, Cyberlearning: What's next? Making connections to shape the future, Washington, D.C. <http://learningtimesevents.org/cyberlearning-2017/sessionarchives/#keynote2>
- Immordino-Yang, M.H.** (2016, December). Embodied brains, social minds, cultural meaning: Interdisciplinary perspectives on adolescent development and health. Invited address to the Tryg Foundation's international conference launching the Youth at Risk initiative, Middelfart, Denmark.

- Immordino-Yang, M.H.** (2016, August). Embodied brains, social minds, cultural meaning: Interdisciplinary studies of admiration and compassion. American Psychological Association (APA) Division 8 (Society for Personality & Social Psychology). presidential nominee to the Spielberger EMPathy (Emotion, Motivation and Personality) Symposium. Invited address to the APA annual convention, Denver, CO.
- Immordino-Yang, M.H.** (2015, December). Embodied brains, social minds: The neurobiology of social emotion and its implications for moral education. Plenary address (by videoconference) to the 10th annual conference of the Asia-Pacific Network of Moral Education (APNME), Sydney, Australia.
- Immordino-Yang, M.H.** (2015, April). Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to human development and education. AERA Early Career Award Address, Chicago, IL.
- Immordino-Yang, M.H.** (2014, March). Considering affect, attention and memory in online learning. In K. Gallagher (chair), *Implementing Online Strategies*. Symposium presented at the UC Berkeley-Harvard-MIT-Stanford Online Learning Summit: How technology impacts the pedagogy and economics of residential higher education, Berkeley, CA.
- Lopez, S., **Immordino-Yang, M.H.**, *Singh, V., *Jaramillo, N. (2014, January). Family socialization and neurobiological processes. Research presentation to the Culture, Brain, Development and Mental Health inaugural winter workshop, entitled *Rethinking psychosis: Culture, brain and context*, Los Angeles, CA.
- Immordino-Yang, M.H.** (2013, May). Embodied brains, social minds: Neurobiological perspectives on the development of social emotion and self. Opening keynote presentation at the 4th biannual conference of the International Mind, Brain and Education Society, Quito, Ecuador.
- Immordino-Yang, M.H.** (2013, May). The neurobiology of emotional feelings in cross-cultural perspective. In J. Chiao & S. Kitayama (chairs) *Cultural Neuroscience of Emotion and Motivation*. Symposium presented at the inaugural meeting of the International Cultural Neuroscience Consortium, Evanston, IL.
- Immordino-Yang, M.H.** (chair), Suárez-Orozco, C., Suárez-Orozco, M., Murayama, K. (2013, April). Inspired! Neuroscientific, psychological and educational research perspectives on promoting optimal learning states in urban schools. Presidential session at the American Educational Research Association annual conference, San Francisco, CA.
- Immordino-Yang, M.H.** (2012, October). Interdisciplinary research in neuroscience and education. In, M. Dapretto (chair), *Multiple pathways to interdisciplinarity*. Symposium presented at the 5th FPR-UCLA Interdisciplinary Conference on Culture, Mind and Brain: Emerging Concepts, Methods and Applications, Los Angeles, CA.
- Immordino-Yang, M.H.** (2012, January). Embodied brains, social minds: Neural and behavioral correlates of social emotion in Los Angeles and Beijing. In Y. Chentsova-Dutton, J. Leu, J. Chiao, A. Cohen (co-chairs), *Cultural Psychology*. Preconference session delivered at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Immordino-Yang, M.H.** (2011, June). Embodied brains, social minds: Neurobiological perspectives on development and the origins of creativity. Opening keynote presentation at the Harvard University Conference on Mind, Brain and Education, Cambridge, MA.
- Immordino-Yang, M.H.** (2011, May). Interdisciplinary investigations of admiration and compassion. Invited address at the annual meeting of the Association for Psychological Science, Washington D.C.
- Immordino-Yang, M.H.** (2010, December). Admiration and compassion in the U.S. and China: Cross- cultural comparisons of psychological experience and its neural and psychophysiological correlates. Invited talk at the conference on *Studies of Social Cognitive Neuroscience: Understanding self and others in sociocultural contexts*, Peking University in Beijing, China.
- Immordino-Yang, M. H.** (2010, September). Embodied brains, social minds: Bridging neuropsychological and anthropological perspectives on human social emotion. Invited paper delivered at the conference on *The Human Brain and the Social Bond: Exploring the Notion of Constrained Relativism*. Hosted/ sponsored by the Konrad Lorenz Institute for Evolution and Cognition Research in Vienna, and the International Institute for Applied Systems Analysis in Schloss Laxenburg, Austria.

Peer-reviewed Conference Presentations/Chaired Symposia

- Immordino-Yang, M.H.** (2023, April) *Consequential Research on Learning and Development: Diverse Pathways for Learning and Integration Across Domains of Development*. American Educational Research Association's annual meeting in Chicago, Illinois on April 13-16, 2023.
- Hansen, U., Peterson, S. Villanosa, K., **Immordino-Yang, M.H.** (2022, September) *Catalyzing Transdisciplinary Multi-Sector Collaborations to Understand and Support Human Development*. Cooper, S. (Moderator), Society for Research in Child Development Presidential Special Topics Meeting, St. Louis, MO (Oct. 1, 2022)
- Immordino-Yang, M.H.** (2022, July). *Feeling strongly about complex social issues: Emotions strengthen the neural correlates of adolescents' abstract construals*. Plenary talk presented at the International Society for Research on Emotion (ISRE) 2022, Los Angeles, CA.
- *Kundrak, C., Yang, X.-F., & **Immordino-Yang, M.H.** (2022, July). *Secondary teachers' neural activity when grading student work differs according to the social-cognitive complexity of their pedagogical orientation*. Flash Talk presented at the International Mind, Brain, and Education Society (IMBES) Biennial Conference, Montreal, Canada. (Among four of fifty posters selected for Flash Presentation)
- Immordino-Yang, M.H.** (2022, July). Building meaning builds teens' brains. In M. Sakaki and K. Murayama (Chairs), *Emotions and Learning in Educational Contexts*. International Mind, Brain, and Education Society (IMBES) Biennial Conference, Montreal, Canada.
- Beaty, R. (chair), **Immordino-Yang, M.H.**, Kauffman, S.B, Kaufman, J. *Beyond the lab: Creativity and Education*. Panel presented at the Society for Neuroscience of Creativity Annual Meeting. (virtual, May 12, 2022)
- King, P. (Chair), Talamas, S., Houlberg, B., & **Immordino-Yang, M.H.** (2022, March). Panel entitled, *"Instituting" Change: Moving from the Academy to Applied Impact Centers*. Society for Research on Adolescence 2022 Biennial Meeting, New Orleans, Louisiana.
- *Gotlieb, R., Yang, X.-F., & **Immordino-Yang, M. H.** (2022, April). Urban Adolescents' Abstract Talk about Stories Predicts Young Adult Identity Development via Brain Network Development. In Tokuhama-Espinosa, T. (Chair), *Metacognition, Monitoring, and Mindfulness: Insights from Educational Neuroscience*, AERA Annual Meeting, San Diego, California, United States.
- Immordino-Yang, M.H.**, Yang, X.F., & *Gotlieb, R. (2021, May). *Beyond IQ, Low-SES Urban High School Students' Abstract Construals of Social Stories Indirectly Predict Their Young-Adult Identity Coherence Via Longitudinal Brain Development across Middle Adolescence*. Flash Talk delivered at the Annual Convention of the Association for Psychological Science (virtual).
- *Stone, M., Yang, X.F., *Gotlieb, R., & **Immordino-Yang, M.H.** (2020, May). *Adolescents' Meaning-Making Predicts Brain Structural Development Differently Depending on Community Violence Exposure*. Presentation at the Social and Affective Neuroscience Society, Santa Barbara, CA. (Conference Canceled).
- Immordino-Yang, M.H. (chair)** & *C. Kundrak (co-chair) (2020, April). *The New Science of Adolescence: Integrating Socio-Emotional and Academic Development in Research, Practice, and Policy*. 2-Hour Symposium presented at the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- Immordino-Yang, M.H.**, *Krone, C., & Yang, X.F. (2020, April). *Teaching for Adolescents' Deep Learning: A Classroom Observation, Interview and Neuroimaging Study of Secondary Teachers*. Presentation at the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- *Gotlieb, R., Yang, X.F., & **Immordino-Yang, M.H.** (2020, April). *Beyond IQ: Adolescents' Social Emotional Meaning-Making Longitudinally Predicts Brain Development, Academic Orientation, and Young Adult Outcomes*. Presentation at the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).
- *Gotlieb, R., Yang, X.F., & **Immordino-Yang, M.H.** (2020, April). Middle-Adolescents' Descriptions of Social-Emotional Feelings Longitudinally Predicts Cognitive, Creative, and Relational Functioning

Controlling for IQ. Presentation at the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).

*Gotlieb, R., Yang, X.F., & **Immordino-Yang, M.H.** (2020, April). Social-Emotional and Neurophysiological Measures Additively and Interactively Predict Adolescents' Long-Term Memory in a Longitudinal Study. Presentation at the AERA Annual Meeting, San Francisco, CA. (Conference Canceled).

Immordino-Yang, M.H. (2018, November). The role of emotions in learning. In R. Olivo (chair) *Emotion and Learning*. 2-hour teaching workshop presented at the Society for Neuroscience Annual Meeting, San Diego, CA.

Immordino-Yang, M.H. (2017, April). Making science useful and accessible without compromising the message. In N. Campione-Barr (chair) *Developing impactful NSF Broader Impacts: Ideas to take your proposal to the next level*. Presented at the annual meeting of the Society for Research in Child Development, Austin, TX.

Immordino-Yang, M.H. (2016, September). Impacts of social and cultural experience on low-SES immigrant adolescents' neural processing of emotional feelings. In **M.H. Immordino-Yang (chair)**, *Social influences on brain development and cognition*. Presented at the bi-annual meeting of the International Mind, Brain and Education Society, Toronto, Canada.

Immordino-Yang, M.H. (2016, September). Implications of affective neuroscience for education. In M. Schwartz (chair), *Presidential Symposium on Mind, Brain and Education*. Presented at the bi-annual meeting of the International Mind, Brain and Education Society, Toronto, Canada.

Immordino-Yang, M.H. (2014, November). Rest is not idleness: Educationally relevant links between the brain's default mode and abstract social-emotional thought. In **M.H. Immordino-Yang (chair)** *Developmental benefits of unstructured time?: Cognitive, affective and neurobiological bases of "constructive internal reflection"*. Symposium presented at the bi-annual meeting of the International Mind, Brain and Education Society, Fort Worth, TX.

Immordino-Yang, M.H. & *Yang, X. (2014, October). Cultural influences on emotional expressiveness influence the neural processing of emotional experiences. In D. Oyserman & K. van den Bos (chairs) *From cultural differences as stable characteristics to characteristics malleable by context*. Symposium presented at the annual meeting of the Society for Experimental Social Psychology, Cleveland, OH.

Immordino-Yang, M.H., Dehgani, M., Kaplan, J., & *Gimbel, S. (2014, May). Culture-specific neurobiological models of narrative framing using sacred values. In J. Barraza & V. Romero (chairs), *Narrative Neuroscience: Neurologically Based Impacts of Narratives on Emotions, Reasoning, and Behavior*. Symposium presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

*Yang, X-F. & **Immordino-Yang, M.H.** (2014, February). Cultural background and resting cardiac vagal tone additively influence emotional expressiveness. In J. Chiao (chair), *Culture and emotion: Advances from cultural psychology and cultural neuroscience*. Symposium presented at *The 15th Annual Meeting of the Society for Personality and Social Psychology*, Austin, TX.

Schnall, S., *Pavarini, G., *Yang, X-F., & **Immordino-Yang, M. H.** (2014, February). Cognitive, behavioral and neural indicators of psychological distance in elevation and admiration. In P. Piff, J. Haidt (chairs), *Self-transcendence: The latest innovative research in awe, elevation, and admiration*. Symposium presented at the Annual Meeting of the Society of Personality and Social Psychology, Austin, TX.

Immordino-Yang, M.H. & *Yang, X. (2013, September). Cultural influences on emotional expressiveness influence the neural processing of emotional experiences. In, J. Chiao (chair) & Kitayama, S. (discussant), *Culture and emotion: New insights from cultural psychology and cultural neuroscience*. Presented at the Society of Experimental Social Psychology Annual Meeting, Berkeley, CA.

Chiao, J. (organizer), **Immordino-Yang, M.H.**, & Cagigas, X. (2013, June). Advances in cultural neuroscience and cultural neuropsychology. Workshop delivered at the International Association for Cross-Cultural Psychology (IACCP) Annual Meeting, Los Angeles, CA.

- *Saxbe, D., *Borofsky, L.A., Kaplan, J.T., **Immordino-Yang, M.H.**, & Margolin, G. (2013, April). Neural responses to rating one's own emotions and the emotions of similarly-aged peers. In, *Neural Perspectives on Peers: Sensitivity of the Adolescent Brain to Social Stimuli*. Presented at the Society for Research on Child Development Biennial Meeting, Seattle, WA.
- Immordino-Yang, M.H.** (2012, October). The central role of social relationships in children's early learning. In G. Hazel (chair) & S. Bartlett (co-chair) *Brain development for wellbeing: How can international research in neuroscience and psychology inform practice in early childhood education and care?* Presented (by videoconference) at the annual meeting of the Early Childhood Australia National Conference, Perth, Australia.
- Immordino-Yang, M.H.**, *Saxbe, D., & *Yang, X. (2012, January). Individual differences in verbal descriptions of compassion and admiration predict somatosensory and self-related neural activations. In, S. Morelli (Chair) and M. Lieberman (Co-Chair), *The power of connecting with others: Investigating empathy, admiration, compassion, and social connection in the brain*. Presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Katzir, T. (Chair) & **Immordino-Yang, M.H.** (Co-Chair) (2011, June). The Right Reading Brain: What have we learned about the role of the right hemisphere in language and reading development?_Symposium organized at the biannual meeting of the International Mind, Brain and Education Society, San Diego, CA.
- Immordino-Yang, M.H.** (2011, June). An introduction to the brain and neurosciences for educators. 3-hour preconference workshop to the biannual meeting of the International Mind, Brain and Education Society, San Diego, CA.
- Immordino-Yang, M.H.** (Chair) & Carew, T. (Co-Chair) (2010, November). Exploring interdisciplinary pathways: Enriching neuroscience research by connecting to educational practice and theory. Symposium organized at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Immordino-Yang, M.H.** (2010, November). Me, my "self" and you: Combining affective neuroscience and human development approaches to study social emotion. In M.H. Immordino-Yang (Chair) and T. Carew (Co-Chair), *Exploring interdisciplinary pathways: Enriching neuroscience research by connecting to educational practice and theory*. Symposium presented at the annual meeting of the Society for Neuroscience, San Diego, CA.
- Immordino-Yang, M.H.** & Battro, A. (2009, May). Integrating medical and educational neuroscientific perspectives to explore functional compensation after hemispherectomy. Panel presented at the second biannual conference of the International Mind, Brain and Education Society (IMBES), Philadelphia, PA.
- Immordino-Yang, M.H.**, Daniel, D. & *Rose, T. (2009, May). Teaching teachers neuroscience. Symposium/discussion presented at the second biannual conference of the International Mind, Brain and Education Society (IMBES), Philadelphia, PA.
- Immordino-Yang, M.H.** (chair) & Tramo, M., Hall, D. (2009, May). Emotion, learning, and the brain: Insights from experimental neuroscience and educational approaches to children with neurological disease. Symposium/discussion presented at the second biannual conference of the International Mind, Brain and Education Society (IMBES), Philadelphia, PA.
- Immordino-Yang, M.H.** & *Sylvan, L. (2009, April). Revisiting the role of non-conscious processes in motivation: Neuroscientific perspectives. In M. Bong (Chair), *Another step forward to motivational science: Whether, what, when and how neurobiological research can contribute to understanding student motivation*. Paper presented at the American Educational Research Association Conference, San Diego, CA.
- Immordino-Yang, M. H.** (2007, August). The relevance of social and affective neuroscience to education. Paper presented at the USC conference on Emotion, Decision-Making and the Brain, Los Angeles, CA.
- Immordino-Yang, M. H.** (2004, July). Compensatory relationships between emotion and affective prosody after right and left hemispherectomy. Paper presented at the conference on Language, Culture and Mind: Integrating perspectives and methodologies in the study of language, Portsmouth, UK.

- Immordino-Yang, M. H.** (2004, April). A tale of two cases: Emotion and affective prosody after right and left hemispherectomy. In M. Atherton (Chair), *Language and Reading: New Research Directions in Neuroscience*. Paper presented at the American Educational Association Annual Research Conference, San Diego, CA. Paper published online by the American Educational Research Association, Brain and Neurosciences Special Interest Group. www.tc.umn.edu/~athe0007/BNEsig/papers/Immordino-Yang.pdf
- Immordino-Yang, M. H.** (2003, October). Comprehension of affective prosody after right and left hemispherectomy. Poster presented at the 28th annual Boston University Conference on Language Development, Boston, MA. Immordino-Yang, M.H. (2003). Paper published in *Supplement to the proceedings of the 28th annual Boston University Conference on Language Development*, Boston, MA: Cascadilla Press online.
- Immordino-Yang, M. H.** (2003, February). Prosodic language functioning in a right-hemispherectomized boy: A preliminary report. In T. Katzir (chair), *Beyond the Talk: Connecting language of cognition and motivation*. Paper presented at the Harvard Graduate School of Education Annual Student Research Conference, Cambridge, MA.
- Immordino-Yang, M. H.** (2001, February). Working memory for music and language: Analogous systems based on experience? In R. Selman (chair), *Experience, Reason and Action*. Paper presented at the Harvard Graduate School of Education Annual Student Research Conference, Cambridge, MA.
- Immordino-Yang, M. H.** (2000, May). Metaphor use in a seventh grade science lesson: Implications for students' understandings. Paper presented at the fifth conference on Conceptual Structure, Discourse, and Language, University of California, Santa Barbara, CA
- Immordino-Yang, M. H.** (2000, February). Meaning-making and metaphor among four seventh grade science students. In *Mind Brain and Education: Toward an interdisciplinary framework for educational practice*. Paper presented at the Harvard Graduate School of Education Annual Student Research Conference, Cambridge, MA.
- Fischer, K., Granott, N., Parziale, J., & Immordino, M. H.** (1999, April). Beyond one-dimensional learning: Constructing new knowledge by building bridges among multiple parallel skill levels. In R. Breckinridge Church & P. Garber (Chairs), *Making use of implicit knowledge to teach*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

Peer-Reviewed Laboratory Research Posters

- *Gonzalez, E., Kundra, C., **Immordino-Yang, M.H.** (2023, August 23). *Revealing teachers' conceptualizations of student identity and development: A connection to practice*. Poster presented to the 20th Biennial EARLI Conference, Thessaloniki, Greece.
- *Gonzalez, E., Kundra, C., **Immordino-Yang, M.H.** (2023, June 1- 3). *Transdisciplinary biopsychosocial characterization of effective secondary teaching*. Poster presented to the 52nd annual meeting of the Jean Piaget Society, Madrid, Spain.
- *Pueschel, E., Yang, X.F., Morales, S., **Immordino-Yang, M.H.** (2023, April 22-25). *Making meaning of mistakes: error monitoring as a mechanism of linking emotions and learning in math*. Poster presented to the SRCD 2023 Conference, Salt Lake City, UT.
- *Moliteri, C., Yang, X-F., *Kundra, C., & **Immordino-Yang, M. H.** (2022, September 7-9). *Heart-rate dynamics suggest teachers' implicit social processing while evaluating students' work*. Poster presented to the ERLI-SIG 2022 Conference, Belgrade, Serbia.
- *Kundra, C., Yang, X.-F., & **Immordino-Yang, M. H.** (2022, September 7 - 9). *Secondary teachers' pedagogical practices and teaching-specific heart rate variability dynamics additively contribute to students' perceptions of classroom support*. Poster presented to the ERLI-SIG 2022 Conference, Belgrade, Serbia.

- *Candaux, E., Kundrak, C., **Immordino-Yang, M.H.**, Knecht, D., Garrett, J. (2022, July 21-23). *The Social-cognitive complexity of teachers' pedagogical orientations indirectly links their Interpretations of classroom happenings with their teacher practices*. Poster presented to the International Mind, Brain, and Education Society (IMBES) Conference, Montreal, Canada.
- *Jahner, E., Kundrak, C., Gotlieb, R., Riveros, R., **Immordino-Yang, M.H.** (2022, July 21-23). *An instrument for measuring adolescents' perceived value of constructive internal reflection for social-emotional growth*. Poster presented to the International Mind, Brain, and Education Society (IMBES), Montreal, Canada.
- *Gonzalez, E., *Kundrak, C., & **Immordino-Yang, M.H.** (2022, July 21-23). *A toolkit is not enough: Quality of teachers' practice is predicted by teachers' conceptualizations of student development and agency*. Poster presented to the International Mind, Brain, and Education Society (IMBES), Montreal, Canada.
- *Kundrak, C., Yang, X.-F., & **Immordino-Yang, M. H.** (2022, July 21-23). *Secondary teachers' pedagogical practices and teaching-specific heart rate variability dynamics additively contribute to students' perceptions of classroom support*. Poster presented to the International Mind, Brain, and Education Society (IMBES), Montreal, Canada.
- *Moliteri, C., Yang, X-F., *Kundrak, C., & **Immordino-Yang, M. H.** (2022, July 9-13). *Heart rate deceleration as a biomarker of implicit processing: A demonstration of measure sensitivity in a real-world teaching task*. Poster presented to the FENS 2022 Forum, Paris, France.
- *Kundrak, C., Yang, X.-F., & **Immordino-Yang, M. H.** (2022, March 30-April 2). *Secondary teachers' pedagogical practices and teaching-specific heart rate variability dynamics additively contribute to students' perceptions of classroom support*. Poster presented to the Society for Affective Science Annual Meeting (virtual).
- *K. Hilliard, X.-F. Yang, *M. Stone, & **M. H. Immordino-Yang**. (2021, November). *Community violence exposure during mid-adolescence is related to greater grey matter volume reduction in urban youth*. Poster presented at the Society for Neuroscience Annual Conference, Chicago, Illinois (virtual).
- *Lee, D., Mennen, F. Davis, J., Cederbaum, J., Hurlburt, M., & **Immordino-Yang, M.H.** (2020, October). *Family conflict, maternal depression, and youth depression: Examining competing models of predictive associations in urban mothers and adolescent boys/girls*. Poster presented at the American Public Health Association, San Francisco, California. (Conference Canceled)
- *Gotlieb, R., Yang, X.F., & **Immordino-Yang, M.H.** (2020, May). *Executive Control, Default Mode, and Salience Networks' Activity and Inter-Network Connectivity are related to Adolescents' Concrete and Abstract Interpretations of Social Stories*. Poster presented at the Social and Affective Neuroscience Society, Santa Barbara, California. (Conference Canceled)
- *Riveros, R., *Yang, X-F., *Gan, S., *Barros, I., *Dang, O. & **Immordino-Yang, M.H.** (2019, February). *Developing goals and imagining worlds: How do adolescents build value-based life purpose and thoughtful citizenship?* Paper presented in the 11th USC Annual Graduate Research Symposium, Los Angeles, CA.
- *Gotlieb, R., *Yang, X-F., *Jahner, E., & **Immordino-Yang, M. H.** (2018, October). *Adolescents' imagination about others' thoughts and feelings predicts their long-term memory, an effect moderated by a neurotransmitter and functional connectivity in the brain*. *Kortschak Center for Learning and Creativity Research Symposium*, USC, Los Angeles, CA. *The poster received the second place (\$300) prize among all symposium posters.
- *Krone, C., *Yang, X.-F., Farrington, C., & **Immordino-Yang, M.H.** (2018, September). *Developmental neural, psychological, and emotional correlates of academic mindsets*. Poster presented at the International Mind, Brain and Education Society Conference, Los Angeles, CA. NOTE: This poster received one of four awards for "best research poster;" approximately 100 posters competed.
- *Riveros, R., *Yang, X-F., *McCoy, D., *Krone, C., *Gotlieb, R., & **Immordino-Yang, M.H.** (2018, September). *Neural and psychosocial development underlying adolescent's abstract life goals*. Poster session presented at the Mind, Brain and Education Society Conference, Los Angeles, CA.

- *Yang, X.-F., *Pavarini, G., Schnall, S. & **Immordino-Yang, M.H.** (2018, September). Learning to appreciate others' virtues: Behavioral and neural processes facilitate moral thinking. Poster presented at *the International Mind, Brain and Education Society conference*, Los Angeles, CA.
- *Gotlieb, R., *Yang, X.-F., & **Immordino-Yang, M.H.** (2018, April). Adolescents' social emotional skills predict greater learning and this effect is moderated by right anterior insula-medial prefrontal cortices connectivity and striatal dopamine. Poster presented at the *Society of Affective Sciences*, Los Angeles, California.
- *Jahner, E., *Yang X.-F., & **Immordino-Yang, M.H.** (2018, March). Streams of thought: An ICA methodology for lagged resting state analysis. Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- *Gotlieb, R., *Yang, X.-F., & **Immordino-Yang, M. H.** (2018, February). Empathy, Learning, and the Moderating Role of Brain Connectivity: A Biological Marker of Adolescents who Learn from Perspective-Taking. *10th Annual USC Graduate Research Symposium*, USC, Los Angeles, CA.
- *Jahner, E., *Yang, X.-F., & **Immordino-Yang, M.H.** (2017, November). *Prepared to read. Mind wandering during oral reading correlated with resting state fMRI: A lagged analysis.* Poster Session Presented at Society for Neuroscience, Washington, DC.
- *Riveros, R., *Yang, X.-F., *Gotlieb, R., *Jahner, & **Immordino-Yang, M.H.** (2017, March). Intrinsic functional connectivity of the default mode network predicts the purposefulness of youths' intended adult lives. Poster presented at 10th annual meeting of the Social & Affective Neuroscience Society, Los Angeles, CA.
- *Jahner, E., *Yang, X.-F., & **Immordino-Yang, M.H.** (2017, March). Resting state temporal dynamics and mind wandering frequency during reading. Poster presented at the Cognitive Neuroscience Society annual meeting, San Francisco, CA. NOTE: This poster received the Best Student Poster Award with a cash prize and enrollment in the week-long human connectome workshop for the first author.
- *Gotlieb, R., *Yang, X.-F., *Rajana, H., *Cremat, D., & **Immordino-Yang, M.H.** (2017, March). Adolescents' empathic reactions to social stories predict subsequent long-term memory for those stories and connectivity between right anterior insula and medial prefrontal cortices moderates this effect. Poster accepted at the 3rd annual conference of the Society for the Neuroscience of Creativity, San Francisco, CA. NOTE: R.G. was one of 5 students awarded a \$500 travel grant to present her work.
- *Gotlieb, R., *Yang, X.-F., *Rajana, H., *Cremat, D., & **Immordino-Yang, M.H.** (2017, March). Adolescents' empathic reactions to social stories predict subsequent long-term memory for those stories and connectivity between right anterior insula and medial prefrontal cortices moderates this effect. Poster accepted at the 10th annual convention of the Social and Affective Neuroscience Society, Los Angeles, CA.
- *Gotlieb, R., *Yang, X.-F., *Rhoads, S., *Riveros, R., & **Immordino-Yang, M.H.** (2016, November). Adolescents' empathic reaction to others' triumph over adversity is positively related to intrinsic default mode network connectivity. Poster presented at the 17th annual convention of the Society for Social Neuroscience, San Diego, CA.
- *Gotlieb, R., *Yang, X.F., *Rhoads, S., *Riveros, R. & **Immordino-Yang, M.H.** (2016, September). Adolescents' empathic reactions to others' triumph over adversity are positively related to connectivity at rest between the default mode network and the anterior insula. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- *Rotenstein, V., *Gotlieb, R., *Alsup, S., *Yang, X.F., **Immordino-Yang, M.H.** (2016, September). Adolescents' reasoning about the community violence they have witnessed predicts subsequent empathic emotional responding to others' true experiences. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- *Zhao, A., *Yang, X., *Gotlieb, R., *Santana, M., **Immordino-Yang, M.H.** (2016, September). Cultural identity, emotional home life and vagal tone additively influence bicultural immigrant adolescents' emotional expressiveness. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.

- *Riveros, R., *Yang, X., *Gotlieb, R., *Jahner, E., **Immordino-Yang, M.H.** (2016, September). Intrinsic functional connectivity of the Default Mode Network predicts the purposefulness of youths' intended adult lives. Poster [abstract] presented at the bi-annual conference of the International Mind, Brain and Education Society, Toronto, Canada.
- *Gotlieb, R., *Yang, X.F., *Rhoads, S., *Riveros, R. & **Immordino-Yang, M.H.** (2016, July). Adolescents' empathic reaction to others' triumph over adversity is positively related to intrinsic default mode network connectivity. Poster presented at the *Federation of all European Neuroscience Societies*, Copenhagen, Denmark.
- *Gotlieb, R., *Yang, X.F., *Cheng, T.W., *Hobeika, L. & **Immordino-Yang, M.H.** (2016, June). Culture moderates how bicultural adolescents' interoceptive sensitivity impacts their empathy for triumph over adversity. Poster accepted to be presented at the *European Association for Research on Learning and Instruction: Neuroscience and Education Special Interest Group*, Amsterdam, Netherlands.
- *Gotlieb, R., *Yang, X.F., *Cheng, T.W., *Hobeika, L., & **Immordino-Yang, M.H.** (2016, January). Culture moderates how bicultural adolescents' interoceptive sensitivity impacts their empathy for triumph over adversity. Poster presented at the *Emotions Preconference of the Society for Personality and Social Psychology*, San Diego, CA.
- *Rotenstein, V., *Gotlieb, R., *Yang, X., **Immordino-Yang, M. H.** (2016, January). Adolescents' reasoning about the community violence they have witnessed predicts subsequent empathic emotional responding to novel true stories [Abstract]. Poster presented at the 17th annual Convention of the Society for Personality and Social Psychology, San Diego, CA
- *Rhoads, S. A., *Rotenstein, V., *Yang, X., *Riveros, R. R., **Immordino-Yang, M. H.** (2016, January). Adolescents' resting state brain connectivity is positively related to social media use, but negatively related to non-social media use [Abstract]. Poster presented at the 17th annual Convention of the Society for Personality and Social Psychology, San Diego, CA.
- *Rhoads, S. A., *Rotenstein, V., *Yang, X., *Riveros, R. R., **Immordino-Yang, M. H.** (2015, October). Adolescents' resting state brain connectivity is positively related to social media use, but negatively related to non-social media use [Abstract]. Poster presented at the National Academy of Sciences Conference on Digital Media and Developing Minds, Irvine, CA.
- *Cheng, T., *Yang, X.-F., *Hobeika, L., **Immordino-Yang, M.H.** (2015, April). Interoceptive awareness and acculturation in bicultural adolescents [Abstract]. Poster presented at the 2015 Meeting of the Social and Affective Neuroscience Society, Boston, MA.
- Immordino-Yang, M.H.**, *Yang, X.-F., Damasio, H. (2015, April). Cultural modes of expressing emotions influence how emotions are experienced [Abstract]. Poster presented at the 2015 Meeting of the Social and Affective Neuroscience Society, Boston, MA.
- Immordino-Yang, M.H.** & *Yang, X. (2015, February). Cultural and individual differences in the contributions of somatosensory neural activity to social-emotional feelings. Poster presented at the Annual Convention of the Society for Personality and Social Psychology, Long Beach, CA.
- *Yang, X.-F., *Cheng, T., *Hobeika, L., *Vergara, S., **Immordino-Yang, M.H.** (2015, February). Interoceptive awareness and cultural identity are related negatively in East-Asian American adolescents, but positively in Latino American adolescents [Abstract]. Poster presented at the Advances in Cultural Psychology Preconference of the Annual Convention of the Society for Personality and Social Psychology, Long Beach, CA.
- *Yang, X.-F. & **Immordino-Yang, M.H.** (2015, February). East-Asian adolescents' emotional home life predicts the acquisition of an acculturated pattern of correlation between anterior insula activity and social-emotional feelings [Abstract]. Poster presented at the Emotion Preconference of the Annual Convention of the Society for Personality and Social Psychology, Long Beach, CA.
- Immordino-Yang, M.H.** & *Yang, X. (2014, November). Adolescents' age and emotional home life predict the acquisition of strong and culture-specific patterns of correlation between neural activity and social-emotional feelings. Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Ft. Worth, TX.

- *Jahner, E., *Normington Pound, V., *Yang, X. & **Immordino-Yang, M.H.** (2014, November). Cultural literacy, intellectual curiosity, academic resilience and the road to “self as scientist”: Qualitative analyses of low-SES adolescents’ experiences in a neuroscience camp. Poster presented at the bi-annual conference of the International Mind, Brain and Education Society, Ft. Worth, TX.
- *Rotenstein, V., *Bansal, S., *Yang, X.-F. & **Immordino-Yang, M.H.** (2014, April). Social and non-social media are oppositely related to empathic concern in adolescents. Poster presented at the USC Undergraduate Research Symposium, University of Southern California, Los Angeles, CA.
- *Yang, X.-F., **Immordino-Yang, M.H.** (2014, April). Culture and cardiac vagal tone independently influence expressiveness and heart-rate response during emotion [Abstract]. Poster presented at *The International Cultural Neuroscience Consortium Conference*, Ann Arbor, MI. NOTE: X. Yang received a competitive student travel support award.
- Immordino-Yang, M.H.**, *Yang, X., *Pavarini, G., Schnall, S. (2013, November). Spontaneous gaze aversion during interview-induced moral elevation predicts subsequent default-network activation. Poster presented at the Annual meeting of the Society for Neuroscience, San Diego, CA.
- *Yang, X.-F. & **Immordino-Yang, M. H.** (2013, November). Resting cardiac vagal tone is inversely related to intrinsic functional connectivity within the salience network. Poster presented at the Annual meeting of the Society for Neuroscience, San Diego, CA.
- *Gimbel, S.I., Kaplan, J.T., **Immordino-Yang, M.H.**, *Tipper, C.M., Gordon, A.S., Dehghani, M., Sagae, K., **Damasio, H.**, **Damasio, A.** (2013, November). Neural Response to narratives framed with sacred values. Poster presented at the Annual meeting of the Society for Neuroscience, San Diego, CA.
- *Yang, X.-F. & **Immordino-Yang, M. H.** (2013, May). Cultural differences in heart rate response and relations to individuals’ social-emotional expressiveness. Poster presented at the inaugural International Cultural Neuroscience Consortium Conference, Evanston, IL.
- *Yang, X.-F. & **Immordino-Yang, M. H.** (2013, April). Cultural background and resting cardiac vagal tone independently influence emotional expressiveness. Poster presented at the annual meeting of the Social and Affective Neuroscience Society, San Francisco, CA.
- *Saxbe, D., *Borofsky, L., Kaplan, J., **Immordino-Yang, M.H.** & **Margolin, G.** (2013, April). Reading parents’ minds: Adolescents’ mentalizing skill and family conflict history moderate neural activation to parents’ state affect. Poster presented at the annual meeting of the Social and Affective Neuroscience Society, San Francisco, CA.
- *Yang, X.-F., *Wong, S. W. H. & **Immordino-Yang, M. H.** (2012, June). Heart rate deceleration predicts BOLD activity in default mode regions during emotion processing. Presented as a poster and invited talk at the 18th annual meeting of Human Brain Mapping, Beijing, China.
- *Yang, X.-F., *Pavarini, G., Schnall, S., **Immordino-Yang, M. H.** (2012, May). Spontaneous gaze aversion during interview-induced moral elevation predicts subsequent default network activation. Presented at the 2012 Association for Psychological Science Convention, Chicago, IL.
- *Yang, X.-F. & **Immordino-Yang, M. H.** (2012, March). Resting cardiac vagal control and cultural background contribute to emotion responses during compassion for physical pain. Presented at the Cognitive Neuroscience Society Annual Meeting, Chicago, IL.
- *Yang, X.-F., *Saxbe, D. E., *Borofsky, L. A., *Murphy, M. C., **Immordino-Yang, M. H.** (2011, November). *Do you think it or feel it? Language and neural activity reflect individual differences in emotion processing. [Abstract]*. Presented at 41st annual meeting of Society of Neuroscience, Washington, D. C.
- *Singh, V. and **Immordino-Yang, M.H.** (2011, June). *Neural and psychophysiological correlates of judging everyday moral violations*. Poster presented at the biannual meeting of the International Mind, Brain and Education Society, San Diego, CA.
- *Singh, V. and **Immordino-Yang, M.H.** (2011, May). *Neural correlates of judging morality and affect in everyday situations*. Poster presented at the 23rd convention of the Association for Psychological Science, Washington D.C.

- *Yang, X.- F., *Wong, S. W. H., & **Immordino-Yang, M.H.** (2010, November). *Resting Cardiac Vagal Activity Predicts Heart Rate Change during Compassion for Physical Pain. [Abstract]*. Presented at 40th annual meeting of Society for Neuroscience, San Diego, CA.
- *Singh, V. and **Immordino-Yang, M.H.** (2010, June). *Activation and interconnectivity of the hippocampus during the feeling of admiration and compassion*. Presented by V. Singh at the FENS-IBRO Summer School (Federation of European Neuroscience Societies-International Brain Research Organization), entitled Cognition and Action: System Neuroscience Approaches to Understanding Complex Behavior. Dubrovnik, Croatia. NOTE: The poster was awarded “Best presentation of the Conference”.

Invited Lectures/Colloquia

- Invited Guest Speaker, *Title TBD*, University of Wyoming Honors College. Laramie, WY. (scheduled, April 4 - 5, 2024)
- Solving the Frankenstein Problem: Why all learning is social, emotional, cognitive and cultural to the brain.* Invited speaker, Paris Lab school, virtual seminar for master students, researchers and teachers. virtual, Paris, France. (scheduled, virtual; March 13, 2024)
- Building meaning builds teens’ brains: Diverse adolescents’ transcendent thinking predicts young adult psychosocial outcomes via brain development*, University of Maryland, Human Development Program Colloquium Series, College Park, MD (scheduled, November 1, 2023)
- Conversation with Dr. Mary Helen Immordino-Yang: Neuroscience, emotions and narratives.* Moderated by Lourdes Epstein, Cátedra Alfonso Reyes of the Tecnológico de Monterrey (México). (virtual; October 24, 2023) <https://www.youtube.com/live/GGgjeIHsxA?si=7g6CNHamJST3ICsU>
- Building meaning builds teens’ brains: Why educating for dispositions of mind may be so powerful for youth.* Invited guest lecturer, Project Zero, Harvard University. (May 15, 2023).
- Building meaning builds teens’ brains: Beyond IQ, adolescents’ dispositions to construct transcendent narratives predict their neural development and young adult wellbeing.* Invited guest speaker for the Florida State University Speaker Series Department of Human Development and Family Studies. (virtual; April 19, 2023).
- Invited Guest Lecturer: *PEN Distinguished Lecture Series*, Educational Neuroscience program at Gallaudet University, Washington, D.C. (virtual, March 9, 2023).
- Why all learning is social, emotional, cognitive and cultural to the brain.* Invited Guest Speaker at the Quarterly International Science Forum (ISEF), Graduate Institute of Astronomy, National Central University and Ministry of Education, Taiwan. (virtual; March 3, 2023).
- Building meaning builds teens’ brains: Longitudinal studies of adolescent brain and psychosocial development* Invited Guest Speaker for the BIRC Speaker Series at UConn Brain Imaging Research Center at the University of Connecticut. (virtual; January 19, 2023).
- Building meaning builds teens’ brains: A five-year transdisciplinary study suggests why educating for dispositions of mind may have such powerful effects.* Invited guest speaker at the Next Level Lab Distinguished Speaker Series, Harvard Graduate School of Education. (virtual; March 16, 2022). <https://nextlevellab.gse.harvard.edu/nll-dss-mary-helen-immordino-yang>
- Invited guest speaker at Harvard Extension School (virtual; March 8, 2022).
- Invited colloquium at Occidental College, Los Angeles, CA. (Rescheduled, Fall 2022).
- Building meaning builds teen’s brains: Adolescents’ narratives predict neural development and young adult wellbeing.* Invited colloquium for the Federal University of Santa Catarina (UFSC) in Brazil, Santa Catarina, Brazil (virtual; November 22, 2021). https://www.youtube.com/watch?v=oTIF1ynq8z8&ab_channel=PPGIUFSC
- Building meaning builds teen’s brains: Beyond IQ, adolescents’ dispositions to construct transcendent narratives predict their neural development and young adult wellbeing.* Invited colloquium for the Institute of Neuroscience and Psychology at the University of Glasgow, Glasgow, Scotland, (virtual; November 5, 2021).

Invited lecture for UCLA seminar: PA 125: Creating Safe and Welcoming Schools (virtual; November 3, 2021).

Invited colloquium for the Culture, Mind & Brain Seminar Speaker Series at McGill University, Montreal, Quebec, (virtual; rescheduled from spring, 2020; fall 2021).

Invited lecture at Center for BrainHealth, University of Texas at Dallas, *Frontiers of BrainHealth 2021 Fall Series* (virtual; October 1, 2021).

Invited lecture for Human Development doctoral core course, USC Rossier, (virtual; July 6, 2021).

Solving the Frankenstein Problem: Why an interdisciplinary science of human development is central to evidence-based educational practice. Invited lecture for UCLA education (virtual; April 5, 2021).

The Science of learning: Why all learning is emotional and social. Invited lecture for Harvard University's Extension seminar, "Neuroscience of Learning: An Introduction to Mind, Brain, Health, and Education," Cambridge, MA, (virtual; March 9, 2021).

Building meaning builds teens' brains: Adolescents' dispositions to construct transcendent narratives predict their neural development and young adult wellbeing. Invited colloquium at the Center for Healthy Minds, University of Wisconsin-Madison, (virtual; February 8, 2021).

Invited lecture for Human Development doctoral core course, USC Rossier, (virtual; July 28, 2020).

Embodied brains, social minds, cultural meaning: Interdisciplinary, developmental studies of emotional feelings. Invited lecture for USC Neuroscience seminar, (virtual; March 30, 2020).

Embodied Brains, Social Minds, Cultural Meaning: The role of emotion in learning, well-being, and civic engagement. Invited colloquium to Tufts University's Jonathan M. Tisch College of Civic Life, Medford, MA, (March 5, 2020).

Transdisciplinary approaches to education research: Progress and Promise. Invited colloquium to Vrije Universiteit in Leiden, Netherlands, (October, 21, 2019).

Effects of culture on social-affective brain development in adolescents. Invited colloquium to Karolinska Institute, Lecture series on the Cultural Brain, Stockholm, Sweden, (October 27, 2019).

Using neuroscience and cognitive science evidence to inform educational policy for innovation at scale. Invited lecture to the Learning Policy Institute staff, Palo Alto, CA; also live broadcast; (February 12, 2019).

Why emotions and relationships are fundamental to learning: Neuroscientific and Developmental Perspectives. 3-hour lecture to the CEREBRUM Ibero-American Center for Neuroscience, Education and Human Development, Lima, Peru, June 29, 2018.

Embodied brains, social minds, cultural meaning: Interdisciplinary, longitudinal studies of emotional feelings and relations to outcomes in early adulthood. Invited colloquium to the University of California Riverside Developmental Seminar Series, January 8, 2018.

Embodied brains, social minds, cultural meaning: Interdisciplinary, longitudinal studies of adolescents' emotion processing. Invited colloquium at the Interacting Minds Centre, School of Culture and Society, Aarhus University, Denmark, October 24, 2017.

Embodied brains, social minds, cultural meaning: Interdisciplinary, longitudinal studies of emotional feelings and relations to outcomes in early adulthood. Invited colloquium to the Interdisciplinary Seminar Series, Harvard University Graduate School of Education, October 5, 2017.

Embodied brains, social minds, cultural meaning: Interdisciplinary, longitudinal studies of emotional feelings. Grand Rounds presentation hosted by the Psychiatry Department, Dartmouth University, Hanover, NH, October 3, 2017.

Embodied brains, social minds, cultural meaning: Interdisciplinary studies of admiration and compassion. Invited colloquium sponsored by the psychology, education and sociology department faculties, at the University of California Los Angeles, May 1, 2017.

Dean's Forum on School Accountability: What's SEL got to do with it? Invited presenter/panelist to Dean Prudence Carter's inaugural evening community event, together with Elliot Turiel, Linda Darling-Hammond and Joshua Starr, at the University of California at Berkeley, March 16, 2017.

<https://gse.berkeley.edu/news/deans-forum-school-accountability-what%E2%80%99s-sel-got-to-do-it>

Integrating outreach into a scientific career. Invited virtual lecture to Bruce Lewenstein's Science Communication Workshop, Cornell University, Ithaca, NY, March 4, 2017.

Embodied brains, social minds, cultural meaning: Interdisciplinary, cross-cultural studies of social-emotional experience. Invited lecture to Barbara Rogoff's laboratory at the University of California at Santa Cruz, Feb. 2, 2017.

Embodied brains, social minds, cultural meaning: What the neurobiology of self-awareness could tell us about the psychology of mindsets. Invited lecture to the Stanford Mindset Scholars Network, Seattle, WA. Oct. 6, 2016

Educating emotional minds. Invited colloquium to the Presidential Scholars' Seminars in Neuroscience in Society Series, Columbia University, NY, New York, May 2, 2016.

Connecting education and neuroscience to inform research and practice. Invited colloquium to the Princeton Neuroscience Network, Princeton University, Princeton, NJ, May 4, 2016.

Educating college students to think well in the global age: Interdisciplinary perspectives. Evening colloquium delivered to the Goucher College community under the auspices of the Jane and Robert Meyerhoff Visiting Professorship and as part of "The Science, Ethics, and Practice of Mindfulness" Theme Semester, Baltimore, MD, Feb. 15, 2016.

Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to education. Invited colloquium at the Catholic University of Eichstaett, Germany, December 16, 2015.

Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to education. Invited colloquium to the Faculty for Psychology and Educational Sciences, Ludwig-Maximilians Universität München, Munich, Germany, December 15, 2015.

Embodied brains, social minds, cultural meaning: Interdisciplinary studies of emotional experience across cultures. Invited colloquium to the Center for Social and Cultural Psychology, University of Leuven, Belgium, December 14, 2015.

Embodied brains, social minds, cultural meaning: Interdisciplinary studies of emotional experience across cultures. Invited colloquium to the Institut for Kultur og Samfund, Aarhus University, Denmark, December 8, 2015.

Embodied brains, social minds, cultural meaning: Interdisciplinary studies of emotional experience across cultures. Invited colloquium to the Karolinska Institute, Stockholm, Sweden, December 3, 2015.
<https://www.youtube.com/watch?v=N6VfZ92AdhU&index=10&list=PLnqQJl0EhuwzRAL5hv2uQSRfUrlPXyYG8>

Culture, social experience and the neurobiological development of social emotion processing in adolescence. Invited colloquium to the Center for Lifespan Psychology at the Max Planck Institute for Human Development, Berlin, Germany, December 1, 2015.

Leveraging cultural diversity to strengthen urban education: An interdisciplinary perspective. Invited dean's colloquium at the School of Education, University of California Irvine, October 15, 2015.

Embodied brains, social minds: Interdisciplinary studies of emotional experience across cultures. Invited interdepartmental colloquium at Vanderbilt University, Nashville, TN, May 20, 2015.

Embodied brains, social minds, cultural meaning: Applying social affective neuroscience to education. Invited speaker in the Dean's Distinguished Lecture Series, HUGSE, Cambridge, MA, April 27, 2015.

Standing on the shoulders of giants. Invited symposium chaired at the retirement celebration of Prof. Kurt Fischer, HUGSE, Cambridge, MA, April 11, 2015.

Embodied brains, social minds: Cultural influences on the expression of compassion influence the experience of compassion. Recorded address to *The Science of Compassion Conference*, organized by Stanford CCARE, San Francisco, CA, November 11, 2014. <https://www.youtube.com/watch?v=ibskh4cjjF8> (talk at 41 minutes in)

Rest is not idleness: Educating for constructive internal reflection. Evening lecture to the Sheridan College Insight Series, sponsored by the Kibbe Foundation for Children, the Homer and Mildred Scott Foundation and Sheridan public school districts, Sheridan, WY, August 20, 2014.

Embodied brains, social minds: Educating children in a globalized, digital world. Lecture at the Harvard Future of Learning Summer Institute, sponsored by Harvard University Project Zero, July 30, 2014.

Embodied brains, social minds: Emotions and morality in a globalized age. Invited, live-streamed and recorded/produced lecture to *A Day of Learning: Confronting Evil in Individuals and Societies*. Conference organized by Facing History and Ourselves, and by HUGSE's Project Zero. The recorded lecture will be part of a high-school curriculum. Harvard University, April 11, 2014.
<https://www.facinghistory.org/resource-library/video/neuroscientist-mary-helen-immordino-yang-understanding-evil>

We feel, therefore we learn: Connections between neuroscience, education and culture. Florida International University College of Education Dean's Speakers Series, March 19, 2014.

Cultural influences on the neural correlates of emotional feelings. Colloquium delivered via video conference to the arts, medical and humanities faculties, Karolinska Institute, Stockholm, Sweden. March 6, 2014.

Embodied brains, social minds. Ellbogen Biennial Seminar Series Speaker; series of 6 lectures to the University of Wyoming education and neuroscience departments, including a lunchtime keynote to teaching faculty (all departments) and a research keynote to the university academic community, October 1-2, 2013.

Social emotions in developmental and cross-cultural perspective. 12 lecture-hour colloquium delivered to the I Maestría en Neurociencia y Educación, Centro Iberoamericano de Neurociencias, Educación y Desarrollo Humano, CEREBRUM y la Universidad Antonio Ruiz de Montoya-UARM, Lima, Peru, June 6-7, 2013.

Emotions in neurobiological and cross-cultural perspective. Presentation to the Psychiatry Neuroscience Seminar Series, Langley Porter Psychiatric Institute, UCSF, February 14, 2013.

Rest is not idleness: Neurobiological perspectives on adolescent emotional development. Presentation to the Stanford Center on Adolescence, February 13, 2013.

Neurobiological correlates of experiencing emotions in Beijing and Los Angeles. Presentation to the Affective Science Laboratory (Jamil Zaki, PI), Stanford University, February 13, 2013.

Neurobiological correlates of experiencing emotions in Beijing and Los Angeles. Keynote presentation to the 1st annual retreat of the USC College 2020 Initiative, *Adapting to downturn, rising with recovery: Multimethod training for social neuroscientists*. Catalina Island, CA, August 18, 2012.

Neurobiological correlates of experiencing emotion in Beijing and Los Angeles. Presentation to the Gabrieli Cognitive Neuroscience Laboratory, MIT. August 3, 2012.

Embodied brains, social minds: Neurobiological correlates of emotion experience in Los Angeles and Beijing. Keynote presentation to the Foundation for Psychocultural Research-UCLA Culture, Brain, Development, and Mental Health Reunion Conference, April 20, 2012.

Embodied brains, social minds: Neurobiological correlates of emotion experience in Los Angeles and Beijing. Presentation to the Stanford University Culture and Emotion Lab, Feb. 16, 2012.

Embodied brains, social minds: Neuropsychological perspectives on social emotions and self in a global, technological age. University of Sydney, Australia, November 9, 2011.

What the neurobiology of emotion and culture mean for nurturing the connected mind. Keynote presentation at the USC Teaching with Technology Conference: The connected mind. May 3, 2011.

The psychology and neurobiology of social emotion. Lecture at the Smith College Mind, Body and Education Colloquia, North Hampton, MA, November 18, 2010.

Understanding emotion and social processing in educational contexts. Lecture at the Harvard Graduate School of Education, Nov. 19, 2010.

Neurobiological perspectives on creativity as a social emotional process. Keynote lecture at the Utah Valley University Arts in Education Conference, Orem, UT, October 1, 2010.

Social emotion and learning: Neurobiological and psychosocial perspectives on embodiment. Lecture at the Institute of Educational Psychology, University of Munich, Germany, September 7, 2010.

Our bodies, our minds, our “selves”: The relevance of social and affective neuroscience to education. Lecture to the Harvard University Institute for Mind, Brain and Education, Cambridge, MA, June 21, 2010.

Me, myself and “you”: Cross cultural investigations of admiration and compassion. Lecture to the Center for Group Dynamics Seminar Series, followed by a presentation and discussion to the Center for Culture, Mind and the Brain, University of Michigan, Ann Arbor MI, March 22, 2010.

Emotion and social interaction in learning and schools. Lecture at the Harvard Future of Learning Summer Institute, sponsored by Harvard University Project Zero, Cambridge, MA, August 5, 2009.

Admiration and Compassion: Interactions of the body and mind in moral emotions. Lecture at the Harvard University Institute for Mind, Brain and Education, Cambridge, MA, July 2, 2009.

Neural correlates of admiration and compassion: Clinical implications for diagnosing acquired social deficits? Lecture sponsored by the Dickerson Lab at Harvard MGH and the Interdisciplinary Affective Science Lab of Lisa Feldman Barrett at Boston College, Boston, MA, July 1, 2009.

Social and affective neuroscience and education: Connections and promises. Series of three lectures: to the University of Texas, Arlington education and psychology faculty, to the Board of the Arlington Unified School District, and to parents and teachers of students in Arlington Public Schools, April 21-22, 2009.

The cognitive neuroscience of social emotion: Implications for education? Lecture to the Harvard University Graduate School of Education Future of Learning Initiative, as part of a series entitled, “How is neuroscience changing our understanding of learning and teaching?” Cambridge, MA (by videoconference) November 5, 2008.

The science of emotion, social interaction, and learning: The state of the art. Series of three lectures at the University of Washington, Seattle, sponsored by the UW Psychology Department and by the Evergreen School Speaker Series, November 14-15, 2008.

The cognitive neuroscience of social emotions across cultures: Implications for education in a global world. Lecture at the first Asia-Pacific Conference on Mind, Brain and Education in Nanjing, China, October 26, 2008.

Admiration and Compassion: Interactions of the body and mind in moral emotions. Lecture to the Harvard University Institute for Mind, Brain and Education, Cambridge, MA, July 9, 2008.

Brains in social and affective contexts: Implications from cognitive neuroscience research for schools. Address at the Salk Institute for town-hall style meeting entitled *Brains R Us: The Science of Educating*, sponsored by the UC San Diego National Science Foundation Temporal Dynamics of Learning Center, on March 3, 2008.

Mind, Brain and Education: Lessons from theory, research and practice. Series of four lectures at the University of Maine at Farmington on Sept. 22-24, 2004.

Emotion in speech and faces in two boys living with half a brain. Lecture to the Mind, Brain and Behavior Graduate Initiative, Harvard University, Cambridge, MA on Feb. 19, 2004.

Working memory for music and language: Do we develop analogous systems based on similar symbolic experience? Colloquium lecture co-sponsored by ARTS (Arts Research, Theses, and Scholarship) and DDRG (Dynamic Development Research Group), Harvard University Graduate School of Education, Cambridge, MA on Dec. 9, 2002.

Selected Service Presentations

Keynote Speaker. The School Heads’ Network Annual Conference 2024, San Diego, CA. (scheduled; February, 26, 2024)

Keynote Speaker, National Institute for Magnet Schools of America. (scheduled; December 5, 2023)

Featured Speaker, *The Science of Learning: Promoting healthy brains, active minds, memory, movement, and well-being for effective teaching*. Learning and the Brain Conference. Boston, MA (scheduled; November 17, 2023)

Invited Opening Presenter, *Cognitive Science and SEL: Brain- and Body-Aligned Practices for Creating Connection and Meaning*. Social & Emotional Learning Exchange 2023, Atlanta, GA (virtual; scheduled November 7, 2023)

Building Teen Brains: The Science of Meaningful Experiences. BrainMind Summit 2023, San Francisco, CA (October 21, 2023)

Featured Speaker, *Embodied brains, social minds, cultural meaning: Why all thinking is social, emotional, cultural and cognitive to the brain, and what this means for wellbeing and health*. Healthcare Summit, JSC Vian Hospitals, Tbilisi, Georgia. (virtual; October 14, 2023)

Invited Speaker, *In Pursuit of Justice: Creating Contexts for Young People and Adult Learners to Thrive*. GrantMakers for Education Annual Conference, Atlanta, GA (canceled; October 11, 2023).

Invited Panelist, Dana Foundation Career Network in Neuroscience & Society, Virtual Career Fair (virtual; September 12, 2023)

Professional Development Featured Speaker, Crossroads School, Santa Monica, CA. (August, 2023)

Solving the Frankenstein Problem: Why all learning is social, emotional, cognitive and cultural to the brain. Keynote Speaker, ESSARP Conference 2023 “To laugh is to learn: The impact of emotions on learning.” English Speaking Scholastic Association of the River Plate, Buenos Aires, Argentina (September 2, 2023)

Invited Speaker, The Bryn Mawr School. Baltimore, MD. (virtual; August 23, 2023)

Invited Speaker, New Roads School, professional development day. Santa Monica, CA. (August 22, 2023)

Invited Speaker, Culver City Unified School District, professional development kick-off 2023-2024, Culver City, CA. (August 21, 2023)

Keynote Speaker, “*Brain Science: The power to transform learning*” American Federation of Teachers, 2023 AFT TEACH Conference, Washington, DC (July 23, 2023) <https://www.youtube.com/watch?v=N-kg1gIgkSw> <https://www.aft.org/news/brain-science-suggests-how-kids-and-teachers-thrive>

The Emotional, Social Brain in Schools: Using developmental neuroscience and the new science of education to support students. Week-long, full time virtual workshop hosted by the Learning and the Brain Summer Institute, Santa Barbara, CA. (June 26-30, 2023). <https://www.learningandthebrain.com/conference-504/the-emotional%2C-social-brain-in-school/>

Invited Speaker, Screen Awareness Week Talk + Q&A with parents, Robinson Elementary School, Manhattan Beach Unified School District, (April 24, 2023) <https://tinyurl.com/brainontech>

Invited Speaker, Critical Conversations. New Roads School at The Herb Alpert Educational Village. Los Angeles, CA. (virtual; March 9, 2023). [New Roads School, Critical Conversations with Mary Helen Immordino-Yang](#)

Invited speaker Jewish Early Childhood Convening, Jewish United Fund, Chicago, IL. (canceled; March 16, 2023)

Keynote speaker at the Annual Educating for Careers Conference, Sacramento, CA. (February 27, 2023)

Invited Fellow Instructor, Magnet Schools of America, Executive Magnet Leadership Academy 2022-23. Washington, DC. (virtual; February 2023)

Invited Speaker at The Exchange Writers Retreat. Creative Engagement Programs: The Science & Entertainment Exchange/Lab X. National Academies of Sciences, Engineering and Medicine. Carlsbad, CA. (November 11-13, 2022)

Invited Speaker at USC Rossier Educational Equity Initiative Launch. University of Southern California. Natural History Museum, Los Angeles, CA. (November 17, 2022) [\(53\) USC Rossier Educational Equity Initiative Launch - YouTube](#)

Invited Panelist USC Shoah Foundation Public Launch of the new Visual History Archive (VHA) platform. This event featured a panel discussion speaking on the value of testimony and the research potential of the archive. Los Angeles, CA. (November 9, 2022)

11 years since your last TedX Talk, can you share your most exciting discoveries? TEDx talk. Manhattan Beach, CA. (November 5, 2022). <https://www.youtube.com/watch?v=qLEwjGUbcB8>

Building Meaning Builds Teens' Brains: Re-inventing Schools. Invited talk for the virtual Research ILD Annual Conference. (November 3-4, 2022).

Solving the Frankenstein Problem: Why all learning is social, emotional, cognitive and cultural to the brain. Invited Keynote Speaker. High Tech High Graduate School of Education Fall Leadership Institute. San Diego, CA. (October 20, 2022). [\(76\) Mary Helen Immordino Yang Keynote — Oct. 20 2022 - YouTube https://youtu.be/iJTmhyq9dek](https://youtu.be/iJTmhyq9dek)

Invited speaker for virtual Fireside Chat, a Reignite series, titled Reignite: *Thriving with purpose in an uncertain world*, organized by Independent Schools of Victoria, Melbourne, VIC, Australia. (virtual; October 12, 2022).

Invited speaker for Kenwood Academy High School. Presentation to staff of 5th largest high school in Chicago. (virtual; September 23, 2022).

Invited Guest Speaker at University of Chicago Laboratory School, recorded presentation with live faculty Q&A, Chicago, IL. (virtual; August 29, 2022).

Invited Speaker for workshop hosted by the Mercersburg Academy, Mercersburg, PA. (virtual; August 16, 2022).

Invited Speaker One-day workshop hosted by The Bentley School, Oakland, CA. (virtual; August 16, 2022).

Invited Speaker One-day workshop hosted by The Salinas City Elementary School District. Salinas, CA. (virtual; August 3, 2022).

Invited speaker at Birmingham Community Charter High School, Lake Balboa, CA. (August 3rd, 2022).

The Emotional, Social Brain in Schools. Week-long, full time virtual workshop hosted by the Learning and the Brain Summer Institute, Santa Barbara, CA. (virtual; June 27-July 1, 2022).

Invited Keynote at the Network for Research in Jewish Education (NRJE), Berkeley, CA. (June 20, 2022).

Invited speaker for CASEL Collaborating Districts Meeting, Chicago, IL. (June 16, 2022).

Invited panelist at the MBE sunseting celebration, Harvard Graduate School of Education. (virtual; May, 2022)

Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain.

Invited Keynote speaker for the California Council for Adult Education (CCAE) 2022 State Conference, Los Angeles, CA. (May 6, 2022).

Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain. Invited Keynote speaker and panelist for a professional conference at the University of La Verne, Center for Neurodiversity, Learning, and Wellness. Theme: Insights from Neuroscience: Strategies for Dismantling Significant Disproportionality in Schools. La Verne, CA. (April 30, 2022). <https://laverne.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2b9a6dfa-aa00-443b-af42-ae8c005d76c2> (starts at 2:41:04)

Invited keynote speaker for virtual JEI Learning Centers Annual Conference. (April 29, 2022).

Keynote for Kent Denver School's *Kent Denver Day*, Denver, CO. (April 11, 2022). <https://vimeo.com/699451787/d376cade77>

Invited panelist at ASU GSV Summit titled, *A Fierce Panel on Well-Being for Success in Learning and Life*. San Diego, CA. (April 4, 2022) [A Fierce Panel on Well-Being for Success in Learning and Life | ASU+GSV 2022 - YouTube](#)

Invited panelist for the Prosperity Conference. Theme: *Healing the Healer: Creating ecosystems of Carino (care/love/compassion) for teachers, counselors and staff.* (virtual; April 2, 2022)

Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain. Invited Keynote speaker at Learning and the Brain Conference on "Knowledge, Emotions and Thinking," New York, New York. (April 2, 2022). <https://drive.google.com/file/d/1107kR6glh22z-39nXCmo18PkGGQOjy0v/view?usp=sharing>

Invited panelist at Grantmakers for Education. Theme: "Possible Futures" for public education, a discussion titled, A new grammar of schooling. (virtual; March 23, 2022).

Solving the Frankenstein Problem: Learning Dynamics. Invited speaker for 2022 World Education Summit. (virtual; March 21, 2022; audience 50K registered).

Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain. Invited Plenary at the Association of California School Administrators Women in Leadership Conference, Los Angeles, California. (March 5, 2022).

Invited panelist for winter webinar series at the Center for Transformative Teaching and Learning. Theme: Creating a Culture of Belonging through the Lens of MBE and DEB. (February 10, 2022).

Invited Speaker for SEL initiative: Professional Development at Jakarta Intercultural School. (January 9, 2022).

Solving the Frankenstein Problem: Why All Learning is Social and Emotional to the Brain. Keynote for the Executive Leadership Academy for Magnet Schools (virtual, December 2, 2021). https://drive.google.com/file/d/1D05sUJOEns5k-zbu_Qn7Z8YtDoq6F6RE/view

Toward a Neuroscience of Spiritual Development. Invited speaker for the Thrive Center for Human Development, Pasadena, California (virtual; November 12, 2021).

Emociones y Neurociencia: Entendiendo el Aprendizaje Desde una Mirada Integral. Keynote for Fundación Educacional Seminario's Socioemotional Learning Seminar, Santiago, Chile, (virtual, November 4, 2021).

Invited panelist for Global Deep Learning Lab: *Inspiring a New Purpose and Future for Deep Learning*, Toronto, Canada (virtual; November 3, 2021).

Feeling Safe vs. Under Threat--Who Gets to Thrive? Invited speaker for the SoLD Alliance Series (virtual, October 27, 2021). <https://www.youtube.com/watch?v=xQ2GqvJBqpc>

Vanguard Academy Read-along: A working model of new possibilities for new learning and growing. Invited speaker for the Center for Collaborative Education's Reciprocity Project, Boston, MA (virtual; October 14, 2021).

When Learning is Trauma. Invited interview with Lois Letchford & Lisa McCarthy, a YouTube Live Seminar Series. (virtual; October 7, 2021). https://youtu.be/U_Y-QdaeYZE

The Science of Learning: why all learning is emotional and social. Keynote for the Brazilian Congress of Mind, Brain and Education Science and the Entrepreneurship and Innovation Forum: *Innovative Solutions to Promote Life*, Mato Grosso, Brazil (virtual; July 30, 2021).

Solving the Frankenstein Problem: Why All Learning is Social and Emotional to the Brain. Keynote for Kansas Association of Independent and Private Schools Summer Teaching Conference, Wichita, Kansas, (virtual; July 28, 2021).

The neuroscience of emotional health impacting student academics. Invited speaker for Shmoop Customer Advisory Board Meeting (virtual; July 21, 2021).

The Emotional, Social Brain in Schools. Week-long, full time workshop hosted by the Learning and the Brain Summer Institute, Santa Barbara, CA, (virtual; July 12-16, 2021).

The Brain Science of Emotion and Critical Thinking in the Learning Process. Keynote for the National Gallery of Art's Summer Institute for Educators, Washington, D.C., (virtual; July 12, 2021). <https://www.youtube.com/watch?v=0u8-L0PvVwE>

Panelist for *The Leadership Exchange* at ISTE Live 21 National Conference, (virtual; June 26, 2021). https://conference.iste.org/2021/program/leadership_exchange.php

Panelist for Digital Maturity Webinar, DIGYMATEX Europe: *Growing Up on Screens: Rethinking How Children Mature in a Digital Age* (virtual; June 17, 2021). <https://www.youtube.com/watch?v=i53bil4hD4s>

Deep dive: Implications of the new science of brain development for teaching and school design. Masterclass for the biennial Teachers' Conference with the Character and Citizenship Education (CCE) Branch of the Student Development Division at the Ministry of Education in Singapore, (virtual; June 2, 2021). Audience capped at 500.

Educating the whole child: Why all learning is social and emotional to the brain. Keynote address for the biennial Teachers' Conference with the Character and Citizenship Education (CCE) Branch of the Student Development Division at the Ministry of Education in Singapore, (virtual; June 1, 2021). Audience capped at 10,000.

Panelist for Ready by 21 National Meeting's Closing Plenary: *Youth and Young Adults Leading the Way*, hosted by The Forum for Youth Investment, (virtual; May 20, 2021). <https://readyby21nm.vfairs.com/>

Panelist for Yale School of Management's webinar for alumni: *Schooling as if Learning Mattered: Addressing Learning Loss & Inequity Through the Science of Learning*, Washington, D.C., (virtual; May 19, 2021).

Solving the Frankenstein Problem: The Importance of Empathy and Social Interaction in Brain Development. Keynote for Roots of Empathy Research Symposium, (virtual; May 12, 2021; 4,200 registrants from 50+ countries). <https://www.youtube.com/watch?v=OD3IKn3TWKE>

Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain. Keynote for Magnet Schools of America's 38th National Conference on Magnet Schools, Washington, D.C., (virtual; April 29, 2021). <https://sites.google.com/magnet.edu/msavirtual2021/overview>

Solving the Frankenstein Problem: Why all learning is social, emotional, cultural and cognitive to the brain. Masterclass for EdTech Week, (virtual; April 21, 2021). <https://edtechweek.com/>

Panelist for the Congressional briefing: *SEL Policy to Foster Connection after Trauma*, Washington, D.C., (virtual; March 26, 2021). <https://youtu.be/rqLaxq5itaU>

Emotions, Learning, and the Brain: Why strong relationships and high-quality cognitive opportunities are so critical in pre-school. Presentation at the PreSchool Neuroscience Summit, Portugal, (virtual; Feb. 22, 2021). <https://www.preschoolmindfulnesssummit.com/first-page36399212>

The Neuroscience of Student Engagement. Keynote for the Power of Engagement Summit presented by Harmony SEL, Inspire Teaching and Learning, and Fundraising Academy, (virtual; Feb. 22, 2021). <https://web.cvent.com/event/e81695d0-e15e-4fb8-8353-20cdd93b538f/summary?RefId=Harmony>

Panelist for USC Rossier School of Education's A New Vision for Schools webinar series: "The School Safety Net in the COVID Age," Los Angeles, CA, (virtual; Feb. 10, 2021). <https://rossier.usc.edu/a-new-vision-for-schools-and-why-now-is-the-time/>

Panelist for the 16th annual CALSA Focus on Results: Mid-year Advance 2021 conference moderated panel titled, "Social and Emotional Learning for the Longterm Advancement of Students," Sacramento, CA, (virtual; Jan. 29, 2021). <https://www.calsa.org/focus-on-results>

Invited panelist for the SoLD Alliance Series on Anti-Racism, titled, "Who Gets to Thrive? Accelerating equity for all learners in all settings," (virtual; January 22, 2021). https://us02web.zoom.us/rec/play/Otk54abd9N3kepIVH3BGrxoauQO13TGkLGyH7WnXktEoyqnx2_cJVB27tP1R_R3cMSBZTOWsUxNDj1uV.wkzX-nHdFFREsZCS?startTime=1611345637000

Panelist for Reach Academics' Remote Relational Teaching webinar, (virtual; January 14, 2021). <https://vimeo.com/499807782>

The science of learning: Why all learning is emotional and social. Invited convocation keynote to faculty at Colorado State University-Pueblo, (virtual; January 11, 2021).

Building Meaning Builds Teens' Brains. Invited presentation for the Bezos Family Foundation Virtual Briefing on Adolescence, (virtual; December 9, 2020).

The science of learning: Why all learning is emotional and social. Invited presentation for the 5th International Educational Forum (EduForum) in Egypt, (virtual; Dec. 3, 2020).

The science of learning: Why all learning is emotional and social. Invited lecture for Amity University's guest lecture series titled, "Promoting academic and socio emotional learning in youth," India, (virtual; Nov. 24, 2020).

Solving the Frankenstein Problem: The brain basis for integrated social, emotional and academic development among youth with dyslexia. Keynote for the 2020 Annual International Dyslexia Association (IDA) Reading, Literacy & Learning Conference, (virtual; Nov. 13, 2020).

The science of learning: Why all learning is emotional and social. Presentation for the Rio Rancho Public Schools district leadership team in Rio Rancho, NM, (virtual; Nov. 10, 2020).

Building Meaning Builds Teens' Brains: The Importance of Relationships, Relevance, and Meaning-Making for Adolescent Learning. Presentation at the Learning and the Brain Conference, Boston, MA, (virtual; Nov. 7, 2020).

The science of learning: Why all learning is emotional and social. Keynote address at the Learning and the Brain Conference, Boston, MA, (virtual; Nov. 7, 2020).

Making Learning Meaningful Everywhere; To the Brain, All Learning is Social and Emotional. Presentation for Wyoming Afterschool Alliance's Open Minds, Open Spaces conference, Laramie, WY, (virtual; Oct. 16, 2020).

Teaching from a Distance, Learning on Your Own: A conversation about brain development, learning and teaching during the COVID pandemic. Workshop for the California Historical-Social Science Project – CHSSP, Davis, CA, (virtual, Sept. 24, 2020). <https://chssp.ucdavis.edu/blog/immordinoyang>

Guest speaker for the Legislative Education Study Committee for the New Mexico Legislature, (virtual; Sept. 24, 2020).

Making Education Meaningful: What science and the best schools reveal about how people learn. Presentation at the Athena Wisdom Institute Online Summit, Zürich, (virtual; Sept. 17, 2020).

Emotions, Learning, and the Brain: why strong relationships and high-quality cognitive opportunities are so critical in pre-school. Presentation at the PreSchool Neuroscience Summit, Portugal, (virtual; Sept. 4, 2020). <https://www.preschoolneurosciencesummit.com/summit202027901274>

The Pandemic and Learning: Stress Competes for Neural Resources. Guest speaker for Ethnic Media Services' Tracking the Pandemic conference, (virtual; July 31, 2020). <https://www.youtube.com/watch?reload=9&v=uN75VD1sZpE>

Guest speaker for the Mindsight Institute's PEPP MWe Up Talk and Gathering with Dr. Dan Siegel, Santa Monica, CA, (virtual; July 31, 2020).

Guest speaker for the Library Foundation of Los Angeles's ALOUD virtual event, *Dreams, Genes and Machines: Are we living science fiction?*, (virtual; July 30, 2020).

The Emotional, Social Brain: Developmental Neuroscience and the New Science of Education. Week-long workshop at the Learning and the Brain Summer Institute, Santa Barbara, CA, (virtual; July 20-24, 2020).

The Science of Social Learning. Presentation for faculty for Sanford Inspire at National University, (virtual; July 16, 2020).

Emotion and Cognition. Presentation at the MBE Summer Deep Dive Series for The Center for Transformative Teaching and Learning at St. Andrew's Episcopal School, Potomac, MD, (virtual; July 14, 2020).

Two-day workshop for teachers at Phillips Exeter Academy, Exeter, NH, (virtual; July 6 and 8, 2020).

Solving the Frankenstein Problem: The Brain Basis for Integrated Social, Emotional, and Academic Development for Gifted Youth. Presentation at the 46th Annual Los Angeles City/County Conference on Gifted Education, (virtual; May 30, 2020).

Teaching from a Distance, Learning on Your Own: A conversation about brain development, learning and teaching during the COVID pandemic. Workshop for the California Teacher Development Collaborative – CATDC, (virtual; May 15, 2020).

Presentation to staff at the Exploratorium, San Francisco, CA, Feb. 14, 2020.

Embodied Brains, Social Minds, Cultural Meaning: The Effects of Community Violence Exposure on Urban Adolescents' Brain Development. Keynote address to the Learning and the Brain Conference, San Francisco, CA, (February, 14, 2020).

The New Science of Education: The Neuroscience of learning and our social brains. Presentation to faculty at The Harker School, San Jose, CA, (February 8, 2020).

Presentation to faculty at the Manhattan Beach Education Foundation, Manhattan Beach, CA. Jan. 23, 2020.

Solving the Frankenstein Problem: The brain basis for integrated social, emotional and academic development. Presentation to faculty at The Buckley School, Los Angeles, CA, (January 6, 2020).

Guest speaker for the Center for Scholars and Storytellers livestream event, *Storytelling and Empathy: A conversation between a neuroscientist and the CEO of The Jim Henson Company*, at UCLA, Los Angeles, CA, (December 13, 2019).

Solving the Frankenstein Problem: Intersections between academic excellence, personal development and emotional wellbeing. Presentation to faculty at Montclair Kimberley Academy, Montclair, NJ, (November 25, 2019).

Children's Emotions, Learning and the Brain. Presentation to educational leaders and practitioners, funders, and policymakers for Temescal Associates, The How Kids Learn Foundation, LA's Best and Think Together, Los Angeles, CA, (November 22, 2019).

Solving the Frankenstein Problem: Intersections between academic excellence, personal development and emotional wellbeing. Presentation to parents, local alumnae, and admissions families at Marlborough School, Los Angeles, CA, (November 20, 2019).

Lead the Junior Scholars retreat at the Mind & Life Europe - Contemplative Science Symposium in Fürstfeldbruck, Germany, (October 27-28, 2019).

The importance of SEL and the impacts on students and adults. Kaua'i Resilience Committee SEL Training session hosted by the Hawaii Community Foundation, Kaua'i, Hawaii, (October 1, 2019).

Keynote presentation and two hour-long workshops at Marlborough School, Los Angeles, CA, August 22, 2019.

Keynote presentation to the California Multi-Tiered System of Support Conference (LAUSD MTSS). Audience 4K people. Terrence Theater, Long Beach, CA, (July 31, 2019).

The Social and Emotional Brain. Week-long intensive summer internship for teachers and administrators at UC Santa Barbara, (July 15-19, 2019).

The Neuroscience of Learning: Why Emotions are Fundamental to Academic Excellence. 3-hour workshop to the California Teacher Development Collaborative (CATDC), at the Los Encinos School in Encino, CA, (May, 2019).

Solving the Frankenstein Problem: The Brain Basis for Integrating Social, Emotional and Academic Development. Keynote address to LAUSD counselors (750 people). Los Angeles, CA, (May 15, 2019).

Solving the Frankenstein Problem: Sewing together all the many pieces of adolescence. Live-Streamed evening presentation to the Faculty and Parents of the Turning Point School, Culver City, CA, (May 1, 2019).

The science of adolescence: Implications for education and parenting. Presentation to the Chandler School faculty and parents, Pasadena, CA, (February 28, 2019).

Embodied brains, social minds, cultural meaning: Why emotions are fundamental to learning. Keynote presentation to the Landmark College Winter Institute, Burlingame, CA, (February 8, 2019).

The brain basis for integrated social, emotional and academic development. Presentation, also web broadcast, to the Aspen Institute Consensus Report National Release, Washington, D. C, (January 15, 2019). <http://nationathope.org/> *MHIY speaks ~38 minutes into live broadcast recording.

Why emotions and relationships matter in business learning and organizational culture. Presentation to the Rose Bowl Think Tank of business leaders, Pasadena, CA, (November 13, 2018).

Mind, Brain and Education: An Integrated Developmental Science for a Changing World. Video presentation with the Mexican Secretary of Education, Mexico City, Mexico, (November 9, 2018).

Rest is not idleness in the brain: Why emotions are fundamental to learning, and what this means for teachers. Keynote presentation to the National University Thought Leaders' Summit, La Jolla, CA, (November 2, 2018).

The Brain Basis of Integrated Social, Emotional and Academic Development: Implications for Educational Innovation and Our Urban Mission. Presentation to the Rossier School of Education Board of Councilors Meeting, USC, (October 18, 2018).

The Brain Basis of Integrated Social, Emotional and Academic Development. Presentation to the 21st Century Consortium of Superintendents, Manhattan Beach, CA, (September 26, 2018).

Emotions, learning and the brain: Implications for enrollment and learning. Keynote address to the Enrollment Management Association, San Diego, CA, (September 13, 2018).

Emotions, learning and the brain: Designing virtual learning experiences to align with adolescent development. Keynote address to the Sanford Harmony and Inspire Regional Showcase Conference, hosted by Sanford College of Education, National University Sanford Education Center. La Jolla, CA, (June 2, 2018).

What neuroscience has to say about the design of high schools. Invited talk at the New Schools Venture Fund conference panel on adolescence. San Francisco, CA, (May 9, 2018).

The fundamentally emotional nature of learning. 1-hour live webinar hosted by Digital Promise, (Feb. 28, 2018). (audience over 1000) <https://home.edweb.net/webinar/personalizedlearning20180228/#podcast>

Brain Development and Technology. Invited panelist, with L. Rosen and A. Gazzaley, to a live broadcast evening event at the Computer History Museum, Palo Alto, CA. (February 15, 2018).

Educating for creativity, innovation and equity: Considerations from the study of emotion and social brain development. Keynote address to the Learning and the Brain Conference, San Francisco, CA, (Feb. 15, 2018).

Why emotions are fundamental to learning. Live one-hour webinar to Sanford Education Webinar Series, (Feb. 7, 2018).

Emotions, learning and the brain: Child development and the design of schools. Invited workshop to the California State Board of Education Social-Emotional Learning Team, Oakland, CA, (Jan. 22, 2018).

Learning, emotions and expanding minds. Opening keynote address to the national conference of the Center for Enrollment Research, Policy and Practice (CERPP), Los Angeles, CA, (Jan. 17, 2018).

Emotions, learning and the brain: Workshops for parents and educators on child development and the design of schools. A series of three evening workshops hosted by Ad Astra School, SpaceX, Hawthorne, CA. (September 27, November 8, Dec. 13, 2017).

Developing an interdisciplinary research career. Invited seminar for the social science graduate students at Aarhus University, Denmark, (Oct. 23, 2017).

Embodied brains, social minds, cultural meaning: Why emotions are critical to learning. Keynote presentation to Sanford Harmony Education Conference, La Jolla, CA, (Oct. 12, 2017).

Embodied brains, social minds, cultural meaning: Why emotions are fundamental to learning. Keynote presentation to Teachers Pay Teachers, Los Angeles, CA, (July 18, 2017).

Featured Speaker, Aspen Institute Ideas Festival "Spotlight Health," Aspen, CO, (June 22-24, 2017).

The power of emotion. Commencement address to the Viewpoint School graduates, families, faculty and community. Calabasas, CA, (June 10, 2017).
<https://www.youtube.com/watch?v=JHB1yra8sB0&feature=youtu.be>

Embodied brains, social minds, cultural meaning: Why emotions are fundamental to learning. Presentation to the incoming cohorts of master's students, Rossier School of Education, USC, (May 2, 2017).

Innovating educational practice and structure to support better learning. 1.5-day workshop to the 21st Century Consortium of Superintendents, Austin, TX, (April 27-28, 2017).

Why emotions are integral to learning. 30-minute webcast/recorded lecture to 6-seconds.org, (April 13, 2017).

The development of neural processing of others' moral excellence: Insights for innovation in education. Keynote presentation, guest course lecture and associated university advising activities to the Southern Utah University Festival of Excellence, (April 3-4, 2017).

Why emotions are critical to adolescents' learning: A neurobiological perspective. Invited presentation to the Stuart Foundation board meeting, San Francisco, CA, (March 29, 2017).

Invited presentation and panel discussion to *Sense about Science USA's* half-day workshop for scientists and graduate students on public science and media outreach. USC, (March 24, 2017).

Encouraging student reflection to support deeper learning. Featured interview on Digital Promise: Accelerating innovation in education. Posted (March 22, 2017).
<http://researchmap.digitalpromise.org/gallery/encouraging-student-reflection-to-support-deeper-learning/>

Embodied brains, social minds, cultural meaning: Insights from social-affective neuroscience for improving pedagogy. Invited speaker to the Santa Cruz Education Speaker Series hosted by Gateway School (Santa Cruz, CA), York School (Seaside, CA), Mount Madonna School (Watsonville, CA) and Cabrillo College (Aptos, CA). Santa Cruz, CA. (February 1, 2017).

Rest is not idleness in the brain: Insights from social-affective neuroscience for educators in high-performing public school districts. 3-hour workshop to the 21st Century Superintendents' Consortium Meeting, Dallas, TX. (October 27, 2016).

What are emotions, and why do emotions matter in teaching and learning? Invited keynote lecture to the Momentous Institute "Changing the Odds" Conference for educators, Dallas, TX. (October 7, 2016).

The importance of relationships to learning in school. 30-minute presentation to be included in the Science of Learning Research Center's Deep Learning MOOC, University of Queensland, Australia. Recorded (September 26, 2016). https://www.youtube.com/watch?v=kzMHfa_qLG4

Embodied brains, social minds, cultural meaning: Insights from social-affective neuroscience for improving pedagogy. Full-day professional development workshop for the faculty of Shalhevet Academy, LAUSD, Los Angeles, CA. (August 24, 2016).

What is the link between grit and imagination? Emotions. Invited talk to the Grit and Imagination Summit, hosted by the University of Pennsylvania Imagination Institute in honor of Sir John Templeton. Philadelphia, PA, (August 2, 2016).

Embodied brains, social minds, cultural meaning: Social-affective development in educational context. 2-hour workshop to the Harvard Graduate School of Education Future of Learning Institute. Cambridge, MA, (July 29, 2016).

Rest is not idleness in the brain: Insights from social-affective neuroscience for educators. 2-hour workshop to the leadership of Bank Street College and The Blue School, followed by an evening presentation open to the community. New York, NY, (May 3, 2016).

Adolescent brain, social, emotional and academic development: Implications for innovating in LAUSD's middle schools. Prerecorded presentation to the LAUSD Office of Curriculum, Instruction and School Support, and community attendees, Los Angeles, CA, (February 25, 2016).
<http://achieve.lausd.net/Page/10898#spn-content>

Adolescent brains and emotions: Peers, parents, culture, risks and resilience. Plenary address at the Learning and the Brain Conference, San Francisco, CA, (February 12, 2016).

Education in global context: Understanding the role of emotions, values and social relationships. Invited briefing to the United States' Ambassador to Germany and his staff, Berlin, (December 1, 2015).

The science of social learning: Emotions in the brain, teaching and learning. Plenary talk to the Learning and the Brain Conference, Boston, MA, (Nov. 14, 2015).

Rethinking the goals of education using interdisciplinary evidence on development. Opening keynote to the annual conference for heads of schools of the Connecticut Association of Independent Schools (CAIS), Mystic, CT, (Nov. 13, 2015).

Rest is not idleness in the brain: How social emotions are foundational for learning. Keynote presentation to the 125th anniversary celebration of The Williams School, Nov. 12, 2015, New London, CT.

Emotions, learning and the brain. Keynote lecture to the Houghton Mifflin Harcourt Math Summit, Beverly Hills, CA. (November 10, 2015).

Media, social communication and self. Video-recorded presentation at the National Academy of Sciences Institute of Digital Media and the Developing Child. Irvine, CA. (Oct. 14, 2015).

Emotions, learning and the brain: Implications for urban education reform. Invited presentation to the Rossier School of Education Board of Councilors, Los Angeles, CA, (October. 7, 2015).

Rest is not idleness in the brain: Why kids need may downtime and opportunities for reflection to develop a strong sense of self and a moral compass. Video-recorded plenary talk to the Dalai Lama Institute's Heart-Mind Conference, Vancouver, Canada. (October 2, 2015).

Rest is not idleness in the brain: Reconciling rigor with well-being in education. Full day interactive lecture and curriculum planning workshop delivered to the faculty of the Phillips Exeter Academy, Exeter, NH. (Sept. 3, 2015).

Rethinking the goals of education using interdisciplinary evidence on development. Opening keynote and interactive discussion to the deep-dive working conference of the National Association of Independent Schools (NAIS). Nashville, TN. (May 19, 2015).

The relevance of emotion processing for the design of online learning environments. Colloquium delivered at Noodle. New York, NY. (May 8, 2015).

The social, emotional brain: Implications for how children learn, and how to teach them. Keynote address to the Learning and the Brain Conference. New York, NY. (May 8, 2015).

Rethinking the goals of education using interdisciplinary evidence on development. Colloquium and interactive discussion for faculty at the Phillips Exeter Academy. Exeter, NH. (April 29, 2015).

Embodied brains, social minds: Using affective neuroscience to inform the design of online learning environments. Presentation to the Center for Applied Special Technologies (CAST), Wakefield, MA. (April 10, 2015).

Emotions, learning and the brain: What educators should know. Full day presentation to the Brainy Bunch, an association of teachers, administrators and parents headed by Pat Wolfe. Napa, CA. (January 16, 2015).

A developmental, neurobiological perspective on the relation between acting and experiencing. Keynote presentation to the American Association of Theater Educators (AATE) Annual Conference. Denver, CO. (Aug. 1, 2014).

Embodied brains, social minds: Neuroscientific perspectives on emotions and social relationships in learning. 3-hour keynote lecture to the Association of Educational Therapists (AET) Annual Conference. Anaheim, CA. (October 24, 2014).

Embodied brains, social minds: Exploring the role of social emotion, self-awareness and culture in group membership and decision-making under stress. Lecture to the U.S. Army Immersive Training Workshop (for new commandants and other senior leaders from the Non-Commissioned Officer Academies), hosted at USC Institute for Creative Technologies. Marina del Rey, CA. (Sept. 24, 2014).

Embodied brains, social minds: Exploring the role of social emotion, self-awareness and culture in learning. 1-hour keynote followed by a 3-hour workshop to Dawson College Pedagogy Day (annual required professional development conference for all faculty). Montreal, Canada. (Oct. 17, 2014).

Neuroscientific perspectives on emotion, culture and compassion. 3-day series of day and evening talks and workshops for faculty, parents and 9th-grade classes in the wake of police violence and community unrest, at Mary Institute and St. Louis Country Day School (MICDS). St. Louis, MO. (Sept. 17-19, 2014)

Embodied brains, social minds: How emotions integrate self, others and community. 3-hour workshop for high school principals followed by a 1.5 hour keynote presentation to the 5th APS Global Educational Leadership Conference, entitled *People Matter: Growing Self, Growing Others, Growing Community*. Singapore. (May 7-8, 2014).

Embodied brains, social minds: Why learning is an inherently social and relational process, and what this means for schools that serve migrant and immigrant children. 3-hour keynote presentation to the Early Childhood Educators' Conference, Corning, CA. (March 29, 2014).

Making connections: The art and science of teaching. Week-long workshop conducted for the Visible Thinking cooperative of teachers and schools in South Florida and South and Central America, Miami, FL. (March 17-21, 2014).

Embodied brains, social minds: The relevance of social affective neuroscience to education. Presentation to the Temporal Dynamics of Learning Center All Hands Meeting, University of California San Diego, La Jolla, CA. (February 8, 2014).

Rest is not idleness: Neurobiological perspectives on social emotions, moral development and academic learning. Keynote address to the RAVSAK/PARDES Day School Leadership Conference, Los Angeles, CA. (Jan. 21, 2014). <https://www.youtube.com/watch?v=fMoJdgy2NfI>

Embodied brains, social minds: The role of non-cognitive variables in predicting and supporting college success. Keynote address to the National Scholarship Providers' Conference, Portland, OR. (Oct. 15, 2013).

Embodied brains, social minds: Child and adolescent development in a technological age. Series of 3 lectures at Viewpoint School, Calabasas, CA, to the high school student body (500 students), the faculty and staff, and the students' parents. (October 7, 2013).

The power of story. Speech delivered to the USC Shoah Foundation Humanitarian Gala Event honoring George Clooney, New York, NY. (Oct. 3, 2013).

Embodied brains, social minds. Keynote talk delivered to the NexusEQ conference organized by 6sec.org, Harvard Medical School, Boston, MA. (June, 2013).

Brains at rest: Neurobiological perspectives on the development of social reflectiveness. Keynote presentation to the Learning and the Brain Conference, San Francisco, CA. (Feb. 14, 2013).

Empathy in the digital age. Public debate with Howard Gardner sponsored by the Shoah Foundation, Los Angeles, CA. (February 11, 2013). <http://sfi.usc.edu/content/20130211-lecture-dr-howard-gardner-digital-media-learning-and-empathy>

Addressing the four C's: K-12 pedagogy for healthy emotions and relationships. Lunchtime keynote presentation to the Manhattan Beach California Unified School District's annual professional development workshop for K-12 faculty, (October 22, 2012).

Designing neuroscience research programs that can inform important societal issues and questions. Lecture to the USC Neuroscience Graduate Program conference on communicating neuroscience to the public. (October 5, 2012).

Embodied brains, social minds: How relationships shape learning, motivation and self. Presentation to the Hawn Foundation professional development conference for teachers on Changing the odds: Supporting Mindful Learning. Dallas, TX. (September 21, 2012).

Neurobiological and developmental perspectives on the origins of creativity in children. Keynote presentation to the Learning and the Brain Conference, hosted by Columbia University. New York (April 19, 2012).

Embodied brains, social minds: Perspectives on the emotional origins of creativity and scientific knowledge. Address to the Bay Area Discovery Museum Donor Circle Speaker Series, San Francisco, CA. (February 16, 2012).

Emotions as adaptive processes. Workshop to the Army Training and Doctrine Command (TRADOC), Institute for Creative Technologies, Marina del Rey, CA. (February 15, 2012).

Embodied brains, social minds: Neurobiological and developmental perspectives on emotion, culture and learning. 6-hour workshop at the Rivers School, Weston, MA. (January 3, 2012).

The neurobiology of our human potential for virtue (keynote lecture to 1000 participants); *The art and science of teaching and learning* (post-conference workshop to 80 participants). Conference on Mind and its Potential, Sydney, Australia. (November 8-9, 2011).

Embodied brains, social minds: How inspiration motivates purposeful learning. TEDx talk. (Oct. 22, 2011). <http://tedxmanhattanbeach.com/2011/10/tlc-mhiy/>

Embodied brains, social minds: Perspectives on emotion, learning and self. Keynote presentation at the International Primary Curriculum Leadership Conference, London, England. (Oct. 13, 2011).

What can science contribute to the future of learning? (public debate between MHIY, Howard Gardner and David Rose); *Embodied brains, social minds: neurobiological perspectives on learning in a digital, global age* (plenary lecture). Future of learning conference, Harvard Graduate School of Education, Cambridge, MA. (August 2, 2011).

The future of Mind, Brain and Education in a global society. Public debate with Howard Gardner and David Rose at the Harvard Future of Learning Summer Institute, sponsored by Harvard University Project Zero, Cambridge, MA. (August 5, 2010).

Neuroscience and Education: Some examples of the potential. Joint lecture with Peter Mundy to the AAU Education Deans' Meeting, Washington, D.C. (November 13, 2009).

Social affective neuroscience, cultural differences, and implications for education in a global world. 5-hour lecture/workshop at the Ross Global Academy International Conference on Emotion and Learning, East Hampton, MA. (August 25, 2009).

Our bodies, our minds, our "selves": Neurobiological perspectives on emotion, social interaction and learning. Keynote lecture to 1450 special education teachers at the Anchorage School District Special Education Cross District Training, Anchorage, AK. (August 14, 2009).

Our bodies, our minds—our cultures, our selves: Body, mind and emotion in learning. Keynote address to the Learning and the Brain Conference, Boston, MA. (November 22, 2008).

Educating adult students with disabilities: The role of social interaction and shared emotion in learning. Opening keynote lecture to the California Association for Postsecondary Education and Disability (CAPED) 33rd Annual Convention, San Francisco, CA. (October 7, 2008).

The neurobiological link between emotion, cognition and social processing: Implications for education. Keynote address to the Learning and the Brain Conference, San Francisco, CA. (Feb. 9, 2008).

All smoke and mirror neurons: Body, mind and emotion in the making of "us". Invited series of three lectures to the Santa Barbara community of educators, pediatric clinicians and parents, sponsored by the Crane Country Day School, Santa Barbara, CA. (August, October, and December, 2008).

Emotion, social interaction and learning: Lessons for education from two boys living with half their brains. Keynote address to the Learning and the Brain Conference, San Francisco, CA. (Feb. 15, 2007).

An introduction to the brain and neurosciences for educators. Three-hour workshop delivered at the Summer Institute on Connecting the Mind, Brain and Education, Harvard University Programs in Professional Education, Cambridge, MA on June 22, 2003 and June 30, 2008. Workshop delivered to the conference of the International Mind, Brain and Education Society, Nov. 1, 2007; May 28, 2009. Workshop delivered to the Learning and the Brain Conference tri-annually, 2004-2011.

A conceptual introduction to the brain and neuroscience. Guest video-lecture and follow-up interactive session delivered to K. Fischer's and H. Gardner's course, *Cognitive Development, Education and the Brain*, HU Graduate School of Education. (Sept. 20, 2001, Feb 3, 2003, Feb. 9, 2004, March 2, 2005).

The importance of bringing "M" and "B" to "E": A critical conversation about research on hemispherectomy. Invited video lecture with A. Battro for K. Fischer's and H. Gardner's course, *Cognitive Development, Education and the Brain*, HUGSE. (October 8, 2004).

Language, Emotion and Brain Development. Lecture to the Summer Institute on Connecting the Mind, Brain and Education, Harvard University Programs in Professional Education, Cambridge, MA. (June 25, 2002 and June 24, 2003).

The neurobiology of working memory for music and language: Where is the overlap, and why? Guest lecture delivered to Marc McManus' course, *Developmental Neurobiology*, Harvard University Psychology Department, Cambridge, MA. (April 19, 2001).

Mind, Brain and Education: Integrating across disciplinary boundaries. Joint talk to the Visiting Committee, Harvard University Graduate School of Education, Cambridge, MA. (April 10, 2003).

Forging the link between learning and brain science. Invited joint lecture to the Charles Eliot Society, Harvard University, Cambridge, MA. (March 15, 2000).

Sense and Nonsense: Neuroscience's impact on Education. Invited joint lecture to the Provost's Committee of Harvard University, Cambridge, MA. (November 20, 1999).

Curriculum Design and Teaching Experience

University and Graduate Level

2024	Instructor , EDUC ###, teaching PhD core course
2024	Instructor , EDUC 713, "Human Lifespan Development" EDL, USC (Summer)
2023	Instructor , NEUR 490, Directed graduate research in neuroscience, USC (Fall)
2023	Contributing Instructor , EDUC 713, "Human Lifespan Development" USC
2023	Contributing Instructor , NSCI 525, "Advanced overview of neurosciences II."
2022	Course Designer, Instructor , EDUC 599, "Emotions in educational contexts: A transdisciplinary exploration of current issues." (PhD seminar, new for 2022)
2016-2022	Course Designer, Instructor ('21-'22) "Pro-seminar in Urban Education Scholarship" (required core year-long course for first-year PhD students in education, new for 2018-2019)
2010-2018	Course Lead, Instructor , EDUC 713, "Human Development across the Lifespan" (Education Psychology doctoral core course), USC
2013-2020	Instructor , NEUR HP 490, Directed undergraduate research in neuroscience, USC
2014-2015	Instructor , EDUC 791, Doctoral research practicum in education, USC
2013-2015	Neuroscience Graduate Program Curriculum Redesign Committee , USC
2012-2014	Faculty , Social Neuroscience College 2020 Initiative (doctoral research mentor), USC
2012-2014	Faculty, BISC-490 Neuroscience research training (undergrad, research sponsor), USC
2012-2014	Contributing Instructor , NEUR 599, "Advanced Overview of Neuroscience II," USC
2009-2010	Instructor , EDUC 525, "Challenges in urban education: Learning" (doc. core course), USC
2009	Instructor , EDUC 520, "Development across the lifespan" (masters), USC
2007-2008	Undergraduate Honors Thesis Advisor , Institute for Multimedia Literacy, USC
2010-2011	Content Director, Course developer , "Neuroscience and the classroom: Making connections" Free, online masters-level course for teachers, funded by the Annenberg Media Foundation. Offered for graduate credit via CO State University. (Note: this course had 17,000 users in its first year, and has continued to expand its use since.)
2007-present	Doctoral/Undergraduate Advisor/Supervisor , Brain & Creativity Institute, USC (In addition to USC students, I have supervised undergraduate and graduate students visiting from various institutions, among them University of São Paulo, Brazil; University of Bielefeld, Germany; Northeastern University; Harvard University; India Institute of Medical Sciences; Ecole Normale Supérieure (ENS); École des Hautes Etudes en Sciences Sociales (EHESS);

University Paris Descartes; Bennington College; Amherst College; Yale University; Cambridge University; Max Planck Institute of Human Development; Freie Universität in Berlin; École Polytechnique Fédérale de Lausanne, Switzerland; Sapienza Università Di Roma, and others.)

- 2003-2004 **Teaching Fellow**, H-156, “Doctoral Research Practicum on Dynamic Development of Cognition and Emotion” HUGSE, Cambridge, MA (with K. Fischer)
- 2000-2003 **Mind, Brain and Education Course Developer/Senior Course Coordinator**, HT-100 Human Development and Psychology/Psychology Department, HU (with K. Fischer & H. Gardner)
- 2001-2002 **Teaching Fellow**, H-090, "Proseminar in Human Development and Psychology." HUGSE (with C. Snow & R. Selman)
- 1999-2001 **Lead Teaching Fellow**, H-134, “Cognition, Emotion, and the Developing Brain.” Human Development and Psychology/Psychology Department, HU (with K. Fischer)
- 1999-2001 **Teaching Fellow**, T-560, “Neuropsychology and Instructional Design: Meeting the Challenge of Individual Differences.” HUGSE (with D. Rose)
- 1998-1999 **Curriculum Developer/Peer Advisor**, Mind, Brain and Education Masters Program HUGSE (with K. Fischer) Collaboratively developed and implemented a new interdepartmental master’s program in MBE.

For PK-16 teachers/administrators/leaders

- 2004- **Workshop leader**, “The art and science of teaching” (internationally attended weeklong yearly workshop for educators and policy makers that has been hosted by schools in Massachusetts, Alaska, Florida, California, U.K., Singapore, Australia)
- 2010-2016 **Faculty**, Future of Learning Institute, Harvard University Project Zero
- 2010-2011 **Faculty**, International Mind, Brain, Health and Education Institute, HUGSE
- 2002-2015 **Lecturer**, Harvard University Programs in Professional Education (Summer)

Internal Professional Service

School-Level

- 2023 **Panelist** with Dean Pedro Noguera, **USC Rossier Film Screening with Q & A, *A Trusted Space: Meeting the moment***, A film by Lori Woodley All It Takes Media. (September 13) www.allittakes.org
- 2023 **Full Professor Dossier Discussions** with Rossier Executive Council for Morgan Polikoff and Julie Posselt. (September 19)
- 2023 **Host BCI Visit**, DaVinci Rise Academy students visit Brain & Creativity Institute & DNI for *Belonging as Legacy*. (June 15)
- 2023 **Faculty Panel**, Rossier PhD Campus Visit, March 2, 2023.
- 2022 Faculty Salary, Promotion and Tenure **Committee**, RSOE, USC.
- 2022 **Master Class Course Designer & Co-Leader**, Inaugural USC Rossier Master Class series of 5 distinguished community lectures, co-taught with Dean Pedro Noguera. (Session #2 October 10, Session #4 November 14, and Session #5 November 28, 2022). [\(49\) USC Rossier Master Class: Fall 2022, Session 4 - YouTube](#) [USC Rossier Master Class | USC Rossier School of Education](#) [\(49\) USC Rossier Master Class: Fall 2022, Session 2 - YouTube](#)

2022	Panelist , Rossier Post Doc Career Chat, (Spring)
2017, 2022	Faculty Annual Performance Review , RSOE, Reviewer
2019-	USC Rossier School of Education PhD Admissions Subcommittee , Notable contributions: Co-researched, co-designed and co-authored new school-wide, test-optional admissions policy and review process guidelines to promote racial equity (2019-2020); reviewed over 50 PhD applicants' dossiers (2020-2021; again 2022); continuing review and innovation of admission procedures (2021-22).
2014-	Salary, Promotion and Tenure Committee, RSOE, USC Notable contributions: Prepared research statement for Jennifer Crawford's tenure; co-authored profile letters for successful promotions of Julie Marsh, Brendesha Tynes, Tatiana Meguizo. Chairing tenure committee for Yasemin Copur-Gencturk. Prepared research statement for Erika Patall's hire with tenure (2014).
2016	Interim Director of the PhD Program, RSOE, USC Notable contribution: Organized and chaired full-day PhD-faculty-wide retreat to assess and launch the revision of the core curriculum, Aug. 2016.
2015-2019	PhD Governance Committee, RSOE, USC Notable contribution: Contributed to writing Academic Program Review (APR) report.
2003-2004	Committee on Curriculum and Instruction, HUGSE, Cambridge, MA
2001	Admissions Committee, HUGSE, Cambridge, MA

University-Level

2023	Keynote for USC Shoah Foundation, Mickey Shapiro Chair in Holocaust Education Research official announcement of the inauguration of the endowed chair and event honoring Mickey Shapiro's contribution to education and Holocaust education. Los Angeles, CA. (March 28, 2023).
2022	USC Shoah Foundation, Panelist for the Unveiling Event of the New Visual History Archive. (Theme: The importance of testimony.) USC Shoah Foundation, Los Angeles, CA. (November 9, 2022).
2022	Faculty Judge , 16th Annual Neuroscience Graduate Program Student Symposium, Broad CIRM Center. (June 24, 2022).
2019-2023	USC Department of Psychology , Tenure track mentoring committee for Dr. Leor Hackel.
2020-2022	Served as PhD admissions reviewer/interviewer for Psychology (Brain and Cognitive Science Concentration), and for the Neuroscience Graduate Program.
2020	Co-authored Psychology Department promotion documents for Assal Habibi, Jonas Kaplan.
2019-2020	USC Rossier School of Education Dean Search Committee Served at the invitation of the USC President and Provost.
2016-present	USC Graduate School Advisory Council Notable contributions: helped advance graduate teaching initiative; subcommittee that wrote ethics training guidelines and expectations for graduate students across the university.
2016-present	Research Advisor , USC Shoah Foundation Notable contribution: full day planning retreat, spring 2017.
2013-2020	Advisory Board Member , USC Kortschak Center for Learning and Creativity Notable contribution: advised on direction, scope, and research partnerships.
2010-present	USC Neuroscience Graduate Program Faculty

Notable contributions: committee to redesign the core curriculum; yearly application reviews and candidate interviews; yearly judging of posters at the student research conference; contributions to redesigning admissions processes for equity and inclusion.

- 2008-2011 **Admissions and employment review committee**, USC Brain and Creativity Institute
2007 **Advanced Seminar in Neuroimaging**, Dornsife Neuroimaging Center, USC
Contributed to discussions furthering neuroimaging technologies and analysis.

External Professional Service

Editorships

- 2022- **Inaugural Editorial Board**, *Social and Emotional Learning: Research, Practice and Policy*
2020-2026 **Consulting Editor**, *American Psychologist* (renewed in 2023 for 2nd three-year term)
2009-2020 **Associate Editor**, *Mind, Brain and Education* (IMBES) (chaired 2015 editor-in-chief search committee)
2016-2018 **Editor**, *Cogent Psychology*
2015-2018 **Series Editor** (with L. Cozolino), *Norton Series on the Social Neuroscience of Education*
2014-2019 **Associate Editor**, *AERA Open* (AERA)
2011-present **Consulting Editor**, *Journal of Experimental Psychology: General* (APA)
2011-present **Editorial Board Member**, *Culture and Brain* (Internat. Cultural Neuroscience Consortium)

Expert Witness

- 2023- **Expert Witness**, provide testimony against Temecula Valley Unified School District Board of Trustees for censoring Temecula educators and infringing on Temecula schoolchildren's fundamental right to an education. *Mae M v. Komrosky PC*. Case No. CV8W2306224. retained by Mark Rosenbaum. mrosenbauam@publiccounsel.org. <https://publiccounsel.org/>
2023- **Expert Witness**, provide testimony against state-run youth detention centers where victims were deprived of educational instruction. retained by Elite Medical Experts. MacKenna DeLapp, RN, CCRN, LNC. MacKenna@EliteMedicalExperts.com. <https://elitemedicalexperts.com/>

International academic conference organization

- 2021-2022 **Program Co-Chair**, *International Society for Research on Emotion (ISRE)*
2021-2022 **Conference Co-Chair** (with Nancy Hill, president & Shauna Cooper), Presidential Initiative Special Topics Meeting, Society for Research in Child Development, secured ~\$50K total conference funding, including \$26K from the NSF
2018 **Chair (and society president)**, International Mind, Brain and Education Society Bi-Annual Conference; *responsibility highlights: 400+ participation, secured \$50K NSF funding, chaired the keynote committee, oversaw conference procedures and program

Governing and Advisory Boards of Organizations (selected)

- 2023 Invited CASEL **Research Advisory Council Member** (RAC), Collaborative for Academic, Social, and Emotional Learning. Chicago, IL.

2023	Invited Seed Grant Reviewer , Society for Research in Child Development (SRCD) Transdisciplinary multisector collaborative research seed grant with Shauna Cooper, Nancy Hill, and Derek Snyder.
2023	Associate Researcher , the National Research Council (CNPq) proposal to pilot an evaluation of the FO-CO program, Brazil.
2022	Member of the Advisory Council for the Digital Promise Global's Advisory Council for the Learner Variability Project.
2022-2023	Invited Governing Board Member , Reach Academy for Young Men
2021-	Advisory Board Member , FuelEd, Houston, Texas.
2021-	Advisory Board Member , Center for Dyslexia, Diverse Learners, and Social Justice's study "Towards Early Differential Intervention" (TEDI), University of California, Los Angeles.
2010-24	Interdisciplinary Leadership Committee , Society for Research on Adolescence (SRA)
2020-22	Advisory Board/Steering Committee Member , The International Science and Evidence based Education (ISEE) Assessment, UNESCO
2020-	Advisory Board Member, Invited Ally , Science of Learning and Development (SoLD) Design Principles, https://www.soldalliance.org/
2019	Advisory Board Member , Learning Policy Institute's Global Science of Learning for Education
2019-	Advisory Board Member , Global Science of Learning Network for Education (GSOLEN)
2019-	Advisory Board Member , Equitable Learning & Development Project's Adult Advisory Circle, University of Chicago
2017-	Advisory Board Member , Digital Promise, http://digitalpromise.org/
2017-	TNTP Technical Advisory Board Member , tntp.org
2016-2020	Invited Member , International Advisory Committee, Centre for Culture, Cognition and Health, Karolinska Institute, Stockholm, Sweden
2016-2020	Invited Member , Scientific Advisory Committee for the Centre for Research on Learning and Innovation (CRLI), University of Sydney, Australia
2017-2020	Advisory Board Member , Viewpoint School, Calabasas, CA
2014-2020	Teaching and Learning Committee , Advisor to the Superintendent of Schools, Manhattan Beach USD, CA
2014-2016	Advisory Board Member , Institute of Digital Media and Child Development
2011-2022	Elected Member of the Governing Board , IMBES; elected president 2016-18
2011-2014	Advisory Board Member , Long Trail School, Dorsett, VT
2010-2011	Invited Member of the President's Neuroeducation Leadership Coalition , Society for Neuroscience
2008-	National Advisory Board Member , U. New Mexico Family Development Program
2007-2013	Steering Committee Member , The Ross School, East Hampton, NY

External committees, working conferences and other service (selected)

2023	External Reviewer for promotion requested by School of Health and Rehabilitation Sciences MGH Institute of Health Professions requested by Dr. Marjorie Nicholas.
2023	Faculty Promotion review for University of Virginia School of Education requested by Justine Weaver.

- 2023 **Research member** of the project entitled: “*Socioemotional learning and compassionate living for adolescents, family members and educators: a mixed methods pilot study of the FO-CO program*” under coordination of PhD Emérita Sátiro Opaleye, at the Universidade Federal de São Paulo. (April-June)
- 2023 **Invited Participant**, Jacob’s Foundation, “*Preparing learners with the skills to thrive across contexts and time. How to measure and foster such skills.*” Cascais, Portugal (May 10 - 13).
- 2023 **Invited Participant**, *The science of the teenage brain*. Hosted by Emmerson Collective founded by Laurene Powell Jobs. (emersoncollective.com). Palo Alto, CA. (May 24 & May 25).
- 2022 **Advisory Member**, *The Heredity Hoax*, Greenberg, G. and Lerner, R., Taylor and Francis, London. (2023)
- 2022 **Invited Human Learning and Development Planning Committee Member**. *Proposed Design of a RAC Project addressing Implications for Education of an Integrative Synthesis of Research on Human Learning and Development*. National Academy of Education. Committee Members: Barbara Rogoff, UC Santa Cruz (co-chair & RAC member), Kris Gutierrez, UC Berkeley (RAC member), Carol Lee, Northwestern University (NaEd Board Chair), Linda Smith, University of Indiana, Joshua Sparrow, Harvard University, Stanton Wortham, Boston College (RAC member), Hiro Yoshikawa, New York University.
- 2022 Faculty Salary, Promotion and Tenure **Invited Reviewer** for Georgetown University, Department of Psychology. (Submitted to Jennifer Wollard, June 18)
- 2021 **Invited reviewer** for the Handbook of Educational Psychology, 4th Edition (HB4), on Foundational Areas of Research in Educational Psychology, chapter titled *Cognitive Neuroscience and Education* by G. Luk and J. Christodoulou.
- 2021- **Invited Faculty Contributor**, Developmental Psychology Section, Faculty Opinions <https://facultyopinions.com>
- 2020- **Peer reviewer** of university faculty promotion/tenure dossiers UCLA (2020); Sydney School of Education and Social Work (2020); University of Alabama (2020); University of Virginia (2021); Georgetown University (2022)
- 2020- **Collaborator and advisor**, The FO-CO program: development of contemplative practices and scientific assessment plan. Project awarded the European Varela Award from Mind and Life Europe. Project is led by Tatiana de Castro Amato Locatelli and Emérita Sátiro Opaleye.
- 2019- **Collaborator and advisor**, UCLA Center for Scholars & Storytellers, <https://www.scholarsandstorytellers.com/>
- 2019 Invited 2-day meeting at Spencer Foundation to provide input on their foundation funding strategies moving forward, Chicago, IL.
- 2017-2018 Alliance for Excellent Education (All4Ed), Committee on Science of Adolescent Learning
- 2016-2018 **Invited Member**, Aspen Institute National Commission on Social, Emotional and Academic Development, Council of Distinguished Scientists
- 2015-2018 **Appointed Member**, National Academies of Science (NAS)/National Research Council (NRC) Committee on How People Learn II: The Science and Practice of Learning
- 2016, 2017 **Award Committee Member**, AAAS Early Career Award for Public Engagement with Science
- 2015-2016 Appointed to the AERA Centennial Knowledge Forum (1 of 30 chosen from ~24K members)
- 2014-2017 **Invited Member**, AERA Review of Research Award Committee
- 2008, 2016 **Member of the Delphi Panel** of international experts on neuroeducation, charged with producing ethical and research standards for the new field of MBE.
- 2011 **Invited conference planning committee member**, Foundation for Psychocultural Research
- 2009-2011 **Award committee chair**, Award for transforming education through neuroscience, sponsored by IMBES and the Learning and the Brain Conference

- 2008-present **NSF Reviewer**, Divisions: Research on Learning in Formal and Informal Settings; Brain and Cognitive Science; Education and Human Resources
- 2008-present **Manuscript/Grant Peer Reviewer** for various scholarly journals, books, (inter)national grant programs and conferences, grantmaking foundations, including the following:
 Academic journals: *Proceedings of the National Academy of Sciences*; *Contemporary Education Psychology*; *Brain*; *Cerebral Cortex*; *Perspectives on Psychological Science*; *Mind, Brain and Education*; *Behavior and Brain Sciences*; *Journal of Educational Computing Research*; *Human Brain Mapping*; *PLOS one*; *Social Cognitive and Affective Neuroscience*; *Social Neuroscience*; *WIREs Cognitive Science*; *Frontiers*; *Cogent Psychology*; *Culture and Brain*; *Journal of Experimental Child Psychology*; *American Psychologist*, etc.
 Foundations and Grant-Makers: *Templeton Foundation*; *Ministry of Education, Singapore*; *National Science Foundation*; *Spencer Foundation*
- 2008-2009 **Educator in Residence**, Crane Country Day School, Santa Barbara, CA

Early Research Experience/Employment

- 2000-2005 **Dissertation Research**: "A tale of two cases: Emotion and affective prosody after right and left hemispherectomy."
 HUGSE, Cambridge, MA
 Conceived, designed and implemented a multiphase, multilingual study of prosodic language development and emotion in two adolescent boys with brain hemispheres surgically removed to control epilepsy and forty-six normal peers. Supervised multiple research assistants in Argentina and the U.S. in data collection and analysis. Collaborated with researchers at Children's Hospital and Mass. General Hospital, Boston. Advised by K. Fischer, C. Snow, and C. Ayoub.
- 2000-2002 **Qualifying Research**: "Working memory for music and language: Do we develop analogous systems based on similar symbolic experience?" HUGSE, Cambridge, MA
 Conducted an extensive review of knowledge about the neuroscience, cognitive science and development of processes related to working memory for music and language. Developed a novel theoretical framework to reconceptualize the relationships between these domains and educational implications for the development of symbolic thinking. Advised by K. Fischer, H. Gardner, and D. Rose.
- 2000 **Research Assistant**, Autism Project, Massachusetts General Hospital, Boston, MA
 (with H. Tager-Flusberg and G. Harris) Helped to design and test fMRI protocols for research on language abilities and face perception in adult autistic subjects.
- 1998-1999 **Research Assistant**, Project on Cognitive Transfer of Reading Skills in Bilingual Learners
 HUGSE, Cambridge, MA (with C. Snow and M. Carlo) Helped to design, implement, collect and analyze data from the Boston portion of a national study on Spanish to English transfer in bilingual third graders.
- 1997-1998 **Researcher**, Project on Music Learning, HUGSE Using previously audiotaped data, designed a study of the use of language as a self-scaffolding tool in piano practicing. Supervised an assistant's reliability coding and analysis.
- 1997 **Research Assistant**, Home/School Longitudinal Study of Language Development
 HUGSE, Cambridge, MA (with C. Snow and P. Tabors)
- 1997 **Research Assistant**, Head Start Language Diversity Study
 HUGSE, Cambridge, MA (with C. Snow and P. Tabors)

- 1995-1997 **Seventh Grade Integrated Science Teacher, Curriculum Developer**, Science and Tech. Department, Randolph Junior/Senior High School, Randolph, MA
- 1995 **Summer School Teacher**, French and Algebra, Manter Hall School, Osterville, MA
- 1995-2000 **Massachusetts Provisional Teacher Certification:** French, General Science
- 1993 **Laboratory Technician**, Infant Development Project
Cornell University Infant Psychology Lab., Ithaca, NY (with E. Spelke)

Related service activities

- 2004-2005 **Mind, Brain and Education Doctoral Research Group**, HUGSE, Cambridge, MA
Conceived and implemented a new research training group for MBE doctoral students and faculty, with two other advanced doctoral students, advised by Kurt Fischer. Led biweekly research seminar (Fall '04).
- 1998-2005 **Mind, Brain, and Behavior Working Group**, Harvard University, Cambridge, MA Lectured, led and participated in cross-disciplinary discussions of pertinent research issues. HUGSE representative to the university-wide steering committee ('03-'04). Advised university faculty on the program's design and allocation of resources.
- 1999-2004 **Brain Matters Discussion Group**, HUGSE, Cambridge, MA
Organized student-run, biweekly meetings to discuss issues relating neuroscience research to education.
- 1998-2004 **Dynamic Development Research Group**, HUGSE, Cambridge, MA (Chair, '00-01)

Selected Recent National and International Media Coverage

Interviews on National Radio/Television:

- Interviewed live on Spectrum News One's *Inside the Issues* with Alex Cohen, hosted by Alex Cohen. (November 10, 2021).
- Interviewed live on *BYU Radio's* The Lisa Show, hosted by Lisa Valentine Clark, in a segment titled, *Engaging Emotions with Students* (March 19, 2021). <https://www.byuradio.org/5b2f4ab4-ba06-4e02-9cea-a044f96edcc2>
- Interviewed live on KPCC, hosted by Kyle Stokes, in a one-hour segment entitled *KPCC Presents: Professor Immordino-Yang on The Impact of Online Learning*. (January 11, 2021). <https://www.youtube.com/watch?reload=9&v=rfscHbvZHSc&feature=youtu.be>
- Interviewed live on AirTalk, hosted by Larry Mantle, in a segment entitled *Adolescents Face Loneliness, Isolation Amid the Coronavirus Pandemic*. (August 17, 2020). <https://www.scpr.org/programs/airtalk/2020/08/17/65916/adolescents-face-loneliness-isolation-amid-the-cor/>
- Featured in a 30-minute segment of CBS News Radio KNX1070's InDepth report, hosted by Johnathan Serviss (released Sept. 2019). <https://knx1070.radio.com/media/audio-channel/knx-indepth-september-23-2019>
- Neimtus, Z. Featured in a 30-minute interview for the *Times Education Supplement*. (May 31, 2019)
Interviewed live on NPR Science Friday, hosted by Ira Flatow, in a segment entitled *The Case for Boredom*. (September 29, 2017). <https://www.sciencefriday.com/segments/the-case-for-boredom/>
- Featured in 20-minute interview with WNYC Studios' podcast Note to Self, hosted by Manoush Zomorodi (released Sept. 12, 2017). <https://www.wnycstudios.org/podcasts/notetoself/episodes/epiphany-boredom>
- Featured in a 20-minute segment of NOVA's 2-hour special, *School of the Future*. (released Sept. 14, 2016). <https://rossier.usc.edu/improving-learning/>

Interviewed live by Alex Witt on MSNBC (August 28, 2016).

<http://www.msnbc.com/weekends-with-alex-witt/watch/poverty-affects-the-brain-according-to-study-753123395614>

Interviewed by Rae Pica on *Studentcentricity*, BAM! Radio Network. (March 8, 2016).

<http://www.bamradionetwork.com/student-centric-strategies/3748-students-daydreaming-in-class-it-s-productive-if>

Interview by Manoush Zomorodi on *New Tech City*, WNYC New York Public Radio. (January 26, 2015).

<http://www.wnyc.org/story/bored-and-brilliant-data-preview/>

Interviewed by Marty Moss-Coane on *Radio Times*, WHYY Philadelphia and NPR Sirius (October 28, 2013). A defense of daydreaming. [live broadcast 1-hour interview with Scott Barry Kauffman]

<https://whyy.org/episodes/a-defense-of-daydreaming/>

Interviewed by John Hockenberry on NPR's *The Takeaway* (October 18, 2013) [live broadcast]

<http://www.thetakeaway.org/story/daydream-believer-tangible-benefits-idle-thought/#commentlist>

Eaton, L. (Writer, Producer, Director), Ballow, B. (Editor), Richman, G. (Executive Producer). (2012) *Arts and the Mind* [PBS 2-hour documentary, aired nationally]. USA: TPT National Productions and Eaton Creative. Retrieved from <http://www.pbs.org/programs/arts-mind/>

Interviewed by W. Akhtar on National Radio Ireland's "*Bridging the Gaps*" (April 26, 2009). Compassion, inspiration and the human condition. [live broadcast 30-minute interview]

Interviewed by Jonathan Hamilton on *All Things Considered* (April 13, 2009). Compassion: Easier for a broken leg than heart. <http://www.npr.org/templates/story/story.php?storyId=103043173&ft=1&f=1001>

Award/Committee announcements and related interviews:

Rossier School of Education (March 14, 2023) Mary Helen Immordino-Yang, director of the USC Center for Affective Neuroscience, Development, Learning and Education, elected to the National Academy of Education. <https://rossier.usc.edu/news-insights/news/mary-helen-immordino-yang-director-usc-center-affective-neuroscience-development-learning-and>

Rossier School of Education (May 17, 2022) A Lasting Legacy: Mary Helen Immordino-Yang named Fahmy Attallah Chair in Humanistic Psychology. <https://rossier.usc.edu/news-insights/news/lasting-legacy>

Rossier School of Education (October 4, 2016) Immordino-Yang selected for a major national Aspen Institute initiative: <http://rossier.usc.edu/immordino-yang-selected-for-a-major-national-aspen-institute-initiative/>

Federation of Associations in Behavioral and Brain Sciences (FABBS) Foundation Early Career Impact Award: <http://www.fabbs.org/news/psychologist-immordino-yang-presented-early-career-impact-award/>
<http://fabbs.org/honoring-our-scientists/former-award-winners/2015-impact-award-winners/>

Rossier School of Education (March 25, 2014) Mary Helen Immordino-Yang named AERA Award Winner. <http://rossier.usc.edu/mary-helen-immordino-yang-named-aera-award-winner/>

Bennett, A. (2014, Jan. 8) Engaging professor: USC Dornsife's Mary Helen Immordino-Yang has been awarded for her success in engaging with the wider community on the issues and importance of neuroscience. <http://dornsife.usc.edu/news/stories/1597/engaging-professor/>

Association for Psychological Science (2011, May-June). Rising Stars: Mary Helen Immordino-Yang, *Observer*, 24(5). <http://www.psychologicalscience.org/index.php/publications/observer/2011/may-june-11/rising-stars-3.html#yang>

Lifland, J. (Producer). (April 25, 2010) Cozzarelli prize winners. *Proceedings of the National Academy of Science* "Science Sessions" [Audio podcast]. Retrieved from <http://www.pnas.org/site/misc/immordinoYangPodcast.mp3>
<http://www.pnas.org/site/misc/podcasts.shtml>

Association for Psychological Science (2010, March-April). APS Member Immordino-Yang Receives Cozzarelli Prize. *Observer*, 23(4).

<http://www.psychologicalscience.org/index.php/publications/observer/2010/april-10/aps-member-immordino-yang-receives-cozzarelli-prize.html>

Daniel, D. and Fischer, K. (2008) First Award for Transforming Education through Neuroscience: Mary Helen Immordino-Yang. *MBE* 2(2), iii.

Features in popular press magazines/news outlets/documentary films/books:

Anderson, J. & Winthrop, R., book title TBD, Penguin Random House, (2024)

Woodley-Langendorff, L., A trusted space: Meeting the moment. A full-length documentary film sponsored by CalHope. (MHIY Filmed: April 20, 2023 - Released: September 13, 2023) <https://www.allittakes.org/>

Flanagan, L. (2022). Interviewed in: *Take back the game: How money and media are ruining kids sports and why it matters*. Penguin-Random House. <https://www.penguinrandomhouse.com/books/653840/take-back-the-game-by-linda-flanagan/>

Piore, A. As teen loneliness rates soar, schools may be making it worse, scientists say. Newsweek.com November 9, 2022. [As Teen Loneliness Rates Soar, Schools May Be Making It Worse, Scientists Say](https://www.newsweek.com/as-teen-loneliness-rates-soar-schools-may-be-making-it-worse-scientists-say-1508448)

Verma, Surendra. "Why we need to think about working memory differently." *Tes Magazine*, 12 Oct. 2022, www.tes.com/magazine/teaching-learning/general/why-we-need-think-about-working-memory-differently.

Woods, T. (editor). Psychology Today Blog. Invited Contributor. (July 29, 2022)

Carnegie Corporation of New York (author), How to rebuild teaching and learning. (May 3, 2022) <https://www.carnegie.org/our-work/article/how-rebuild-teaching-and-learning/>

Starr, J. P. Are we paying attention to the right things? (May 2, 2022). *Kappan Phi Delta*. <https://kappanonline.org/paying-attention-right-things-leadership-starr/>

Orem, D. The Social-Emotional Foundations of Learning. (March 22, 2022). NAIS. https://www.nais.org/learn/independent-ideas/march-2022/the-social-emotional-foundations-of-learning/?utm_source=bn&utm_medium=email&utm_campaign=mc&utm_content=hw

Goertzel, L. Why kids lie - and why it's not always bad. (February 17, 2022). *National Geographic Family*. <https://www.nationalgeographic.com/family/article/why-kids-lie-why-its-not-always-bad>

Pellissier, H. How emotions affect your child's education. (February 10, 2022). *GreatSchools.org*. <https://www.greatschools.org/gk/articles/how-emotions-affect-your-childs-education/>

Nittle, N. TBD. *The 19th News*. (in press).

Ofgang, E. How Downtime and Free Play Help Students Learn. *Tech & Learning*. (January 10, 2022). <https://www.techlearning.com/news/how-downtime-and-free-play-help-students-learn>

Uppal, J. IN/ACTION: Rethinking the path to results. Maryland: New Degree Press. (December 18, 2021). <https://www.jinnyuppal.com/book>

Alpert, Y. M. Shh ... How a little silence can go a long way for kids' mental health. *National Geographic.com*. (September 10, 2021). <https://www.nationalgeographic.com/family/article/a-little-silence-can-go-a-long-way-for-kids-mental-health>

Smith, H. TRUE TALK: Are you ready for a summer rest? *The North Augusta Star*. (July, 28, 2021). https://www.postandcourier.com/northaugustastar/religion/true-talk-are-you-ready-for-a-summer-rest/article_eb465f82-ee79-11eb-952d-7fbd7bd287f0.html

Abramson, A. Filling Your Summer Calendar? Slow Your Roll. *New York Times*. (May 14, 2021) <https://www.nytimes.com/2021/05/14/well/filling-your-summer-calendar-slow-your-roll.html?referringSource=articleShare>

- Janjuha-Jivraj, S. Why Is LEGO Encouraging All Leaders To Play More? *Forbes*. (May 2, 2021) <https://www.forbes.com/sites/shaheenajanjuhajivrajeurope/2021/05/02/why-lego-is-encouraging-all-leaders-to-play-more/?sh=460c9e494086>
- Fields, C. COVID showed the cracks in society. How can we fix them? *Cleveland.com*. (March 28, 2021) <https://www.cleveland.com/coronavirus/2021/03/covid-showed-the-cracks-in-society-how-can-we-fix-them.html>
- Dooling, A. How Being More Productive Starts with Doing Nothing: It's gotten harder to create mental breaks as work and home have blurred. Here are ways to get your brain a rest. *Wall Street Journal*. (March 16, 2021) <https://www.wsj.com/articles/why-doing-nothing-can-make-you-more-productive-11615911969>
- Tat, L. & Yarbrough, B. Education saw a lot of changes in the past year, here's what could be here to stay. *Los Angeles Daily News* (March 12, 2021) <https://www.dailynews.com/2021/03/12/education-saw-a-lot-of-changes-in-the-past-year-heres-what-could-be-here-to-stay/>
- Cummins, E. Why spacing out is good for you: A wandering mind reaps benefits you might not imagine. *Popular Science*. (February 25, 2021) <https://www.popsoci.com/story/health/head-trip-spacing-out/>
- Barajas, J. These mentors see the 'collective trauma' of pandemic-hit teens. Here's how they help. *Los Angeles Times*. (January 12, 2021) <https://www.latimes.com/california/story/2021-01-12/city-year-the-mental-health-arm-of-america-is-helping-scores-of-students-in-los-angeles-and-boyle-heights-to-help-them-through-pandemic-isolation>
- Woodley, L. A Trusted Space: redirecting grief to growth. (Full length documentary film, produced by PBS). (September 29, 2020) <https://allittakes.org/a-trusted-space/>
- U.S. News and World Report. (August 28, 2020). As the coronavirus upends schools, experts say don't forget the arts. *U.S. News and World Report*. https://www.usnews.com/news/health-news/articles/2020-08-28/aha-news-as-the-coronavirus-upends-schools-experts-say-dont-forget-the-arts?utm_source=USC+News+Shortlist&utm_campaign=c54d9e7243-EMAIL_CAMPAIGN_2020_09_03_04_52&utm_medium=email&utm_term=0_04b26a1e33-c54d9e7243-113490717&mc_cid=c54d9e7243&mc_eid=387f0ff020
- Brooks, D. Students Learn From People They Love: Putting relationship quality at the center of education. *The New York Times*. (January 17, 2019). <https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>
- Nathan, A. How genetic differences could make schools better. *NOVA Lens*; reprinted in *NOVA Next* (August 3, 2018) <http://www.pbs.org/wgbh/nova/next/body/how-genetic-differences-could-make-schools-better/>
- Strauss, V. Are private schools really better than public schools? A look at the data. *Washington Post* (March 27, 2018) <https://www.washingtonpost.com/news/answer-sheet/wp/2018/03/27/are-private-schools-really-better-than-public-schools-a-look-at-the-data/>
- Ruggeri, A. The compelling case for working a lot less. *BBC.com* (Dec. 5, 2017) <http://www.bbc.com/capital/story/20171204-the-compelling-case-for-working-a-lot-less>
- Brilliant, S. Brainious. (Full length documentary film). (February 11, 2018) <https://www.brainiousfilm.com/>
- Judson, G. Emotion at the helm. *The Creativity Post* (March 31, 2017) http://www.creativitypost.com/education/emotion_at_the_helm
- Mendoza, J. What if volunteers had a Craigslist to help public schools? *The Christian Science Monitor, Equal Ed section*. (September 19, 2016). <http://www.csmonitor.com/EqualEd/2016/0919/What-if-volunteers-had-a-Craigslist-to-help-public-schools>
- Hayasaki, E. How poverty affects the brain. *Newsweek* cover story. (September 2, 2016). <http://www.newsweek.com/2016/09/02/how-poverty-affects-brains-493239.html>
- Lamothe, C. Building global citizens: Want your children to grow into more empathetic adults? Travel with them. *Quartz Magazine*. (August 23, 2016). <http://qz.com/763433/want-your-children-to-grow-into-more-empathetic-adults-travel-with-them/>

- Fenske, K. Play is serious business. *Psychology Today* online blog. (August 15, 2016).
<https://www.psychologytoday.com/blog/home-base/201608/play-is-serious-business>
- Flanagan, L. How to make math more emotionally engaging for students. *Mind/Shift: How we will learn, KQED Public Radio Blogs* (September, 2016).
<http://ww2.kqed.org/mindshift/2016/08/02/how-to-make-math-more-emotionally-engaging-for-students/>
- Thompson, A. Downtime. *Natural Awakenings Magazine* (July, 2016).
- Lahey, J. To help students learn, engage the emotions. *New York Times* (May 4, 2016).
<http://mobile.nytimes.com/blogs/well/2016/05/04/to-help-students-learn-engage-the-emotions/?smid=fb-nytimes&smtyp=cur&referrer=http://m.facebook.com>
- Lindley, J. Can I have some peace and quiet? *Real Simple* (January, 2016).
- Thomas, S. G. The importance of downtime. *MORE Magazine* (November, 2015).
- Ferguson, C. Kids say the darndest things, and that's one of the things we love about them. *Sun Sentinel* (September, 2015). <http://www.sun-sentinel.com/features/south-florida-parenting/newsletter/sfp-kids-say-the-darndest-things-and-thats-one-of-the-things-we-love-about-them-20150916-story.html>
- Harris, B. *The brain: The ultimate guide* (2015), The limbic system: Your brain's emotional circuitry, pp 60-61
- Matthiessen, C. Is your preschooler's lying and stealing normal? *Great Kids!* (July, 2015).
<http://www.greatschools.org/gk/articles/is-your-preschoolers-lying-and-stealing-normal/>
- Sukel, K. What cultural differences can reveal about the way we learn. *Good: Project Literacy* (May, 2015).
<http://magazine.good.is/articles/cultural-literacy>
- Crane, B. For a more creative brain, travel: How international experiences can open the mind to new ways of thinking. *The Atlantic* (March, 2015).
<http://www.theatlantic.com/health/archive/2015/03/for-a-more-creative-brain-travel/388135/>
- Kaufman, S.B. Dreams of glory. Cover article in *Psychology Today* (March-April, 2014)
- Wohlin, P. Tar hjärnforskning till klassrummet. Feature article in the Swedish magazine, *Gy*. (February, 2014)
- Svoboda, E. Do "Hero's journey" narratives create heroes?: How our gut reaction to inspiring stories could influence our moral motivation. *Psychology Today* (December 12, 2013).
<http://www.psychologytoday.com/em/139698>
- Lahey, J. Teach kids to daydream: Mental downtime makes people more creative and less anxious. *The Atlantic* (October 16, 2013). <http://www.theatlantic.com/education/archive/2013/10/teach-kids-to-daydream/280615/>
- Jabr, F. Why your brain needs more downtime. *Scientific American* (October 15, 2013).
<http://www.scientificamerican.com/article.cfm?id=mental-downtime>
- Schwartz, K. How emotional connections can trigger creativity and learning. *Mind/Shift: How we will learn, KQED Public Radio Blogs* (March 15, 2013).
<http://blogs.kqed.org/mindshift/2013/03/how-emotional-connections-can-trigger-creativity-and-learning/>
- Marchand, G. (2013, February-March) Les Emotions Comment les Decrypter? *Le monde de l'intelligence*, retrieved from www.facebook.com/monde.intelligence
- Carroll, R. (2008, November). Mirror, mirror, in the brain. *The National, the English language newspaper of Abu Dhabi, UAE*. Retrieved from www.thenational.ae/apps/pbcs.dll/article?AID=/20081105/FRONTIERS/422377182/1036
- Cosmos, C. (2008, November). Arts Smart: Educators Look at Cognitive Benefits of Arts Programs. *The Washington Diplomat*. Retrieved from http://www.washdiplomat.com/November%202008/c1_11_08.html

Full-length Podcasts (Selected):

- McLain, C. (Host), MindHack. (scheduled, December 12, 2023)
- Vasquez, C. (Host), The circle of insight - iHeart radio. (scheduled, October 19, 2023)
- Cook, T. (Host), Roll with the punches. Australia. (scheduled, October 17, 2023)
- Huberman, A. (Host), (June 5, 2023). Dr. Immordino-Yang: How emotions and social factors impact learning. Guest episode: Emotional & social learning. Malibu, CA. [Dr. Immordino-Yang: How Emotions & Social Factors Impact Learning - Huberman Lab](#)
- Stein, Z. (Host), (May 14, 2023) The philosopher and the neuroscientist: A conversation with Zak Stein and Mary Helen Immordino-Yang. Future Learning Design Podcast. <https://www.futurelearningdesign.com/podcast/episode/285223dd/the-philosopher-and-the-neuroscientist-a-conversation-with-zak-stein-and-mary-helen-immordino-yang>
- Fish, T. (Host), (April 11, 2023). New View EDU: Episode 35: The relationship between emotions and learning. National Association of Independent Schools. Washington, DC. [NAIS - New View EDU Episode 35: The Relationship Between Emotions and Learning](#)
- Sagan, Sasha. (Host), (March 14, 2023) Strange Customs Podcast Episode #8. Sarafina El-Badry-Nance - The Grasp with Mary Helen Immordino-Yang. <https://onlysky.media/podcast/sarafina-el-badry-nance-the-grasp/>
- Hansen, U. J. (Host), (August 5, 2022) *The Future of Smart with Professor Mary Helen Immordino-Yang*, Grantmakers for Education/EdFunders' Podcast. <https://www.edfunders.org/resources/?cat=21>
- Gervais, M. (Host), (June 28, 2022) Professor Mary Helen Immordino-Yang: It's Time to Change the Way We Teach. [Audio podcast episode]. Finding Mastery Podcast. [It's Time to Change the Way We Teach \(and Learn\) - Mary Helen Immordino-Yang \(findingmastery.net\)](#)
- Kalish, K. (Host), (forthcoming) Title TBD. [Audio podcast episode]. In GEN-ZiNE.
- Logan, T. (Host), (October 13, 2021). *On Building Meaning and Building Teens' Brains - A Conversation with Dr. Mary Helen Immordino-Yang*. [Audio podcast episode]. In *Future Learning Design*. Retrieved from <https://podcasters.spotify.com/pod/show/futurelearningdesign/episodes/On-Building-Meaning-and-Building-Teens-Brains---A-Conversation-with-Dr--Mary-Helen-Immordino-Yang-e197nuk/a-a6or3n6>
- Mannion, J. (Host), (October 15, 2021). Mary Helen Immordino-Yang on the neurobiological case for progressive education. [Audio podcast episode]. In *Rethinking Education*. Retrieved from <https://soundcloud.com/rethinking-ed-podcast/re25-mary-helen-immordino-yang>
- Houlteberg, B. (Host), (November 4, 2021). Resilience through relationships. [Audio podcast episode]. In *Search Institute's Rooted in Relationships Podcast*. Retrieved from <https://app.resonaterecordings.com/hosting/rooted-in-relationships-search-institute/6f375401-ac09-45dc-9e2a-e685359b1a99>
- O'Connor, E. & Tangeman, M. (Hosts), (August 25, 2021). Ep. 17 - How Neurological Development Impacts Behavior with Dr. Mary Helen Immordino-Yang. [Audio podcast episode]. In *Parenting Understood*. Retrieved from <https://podcasts.apple.com/us/podcast/ep-17-how-neurological-development-impacts-behavior/id1567107652?i=1000533076962>
- Murphy, Robert S. (Host), (August 11, 2021). #71 [Audio podcast episode]. In *Lost in Citations*. Retrieved from <https://lostinthe citations.podbean.com/e/71-immordino-yang-m-h-knecht-d-r-2020-building-meaning-builds-teens-brains-educational-leadership-778-36-43/>
- South, J. (Host), (April 7, 2021.) Mary Helen Immordino-Yang Ed.D., Shares How the Learning Sciences Can Help Us Support Students Post-Pandemic and Into Their Futures. [Audio podcast episode]. In *ISTE's Ed Influencers*. Retrieved from <https://podcasts.apple.com/us/podcast/mary-helen-immordino-yang-ed-d-shares-how-learning/id1457353735?i=1000516270302>
- Samadi, A. (Host), (December 16, 2020). The Neuroscience of Social-Emotional Learning. [Audio podcast episode]. In *Neuroscience Meets Social and Emotional Learning Podcast*. Retrieved from <https://andreasamadi.podbean.com/e/professor-mary-helen-immordino-yang-on-the-neuroscience-of-social-and-emotional-learning/>

- Damon, N. (Host), (August 4, 2020). Meaning Making in the Remote Classroom with Dr. Mary Helen Immordino-Yang and Dr. Rebecca Gottlieb. [Audio podcast episode]. In *Reach. Teach. Talk*. Retrieved from <https://reachacademics.com/podcast/2020/04/08-nat-talks-to-mary-helen-immordino-yang-rebecca-gottlieb>
- Fireberg, R. (Host), (July 23, 2020). Ep2 – Octet and Internet Addiction. [Audio podcast episode]. In *Why We Theater*. Retrieved from <https://broadwaypodcastnetwork.com/why-we-theater/ep2-octet-and-internet-addiction/>
- Kamath, S. (Host), (June 23, 2020). Ep. 114: Mary Helen Immordino-Yang – Emotions in Learning Matters. [Audio podcast episode]. In *Full PreFrontal*. Retrieved from <https://podcasts.apple.com/us/podcast/ep-114-mary-helen-immordino-yang-emotions-in-learning/id1256689090?i=1000479309997>
- Garrett, J. (Host), (June 13, 2020). We feel therefore we learn: The neuroscience of learning w/ Dr. Immordino-Yang - S3E23. [Audio podcast episode]. In *All of the Above*. Retrieved from https://www.youtube.com/watch?v=6W_A0g94Vg4&feature=youtu.be&t=911
- Ruland, N. (Host), (April 28, 2020). Dr. Mary Helen Immordino-Yang: Meaning-making Makes Us Who We Are (S1E17) [Audio podcast episode]. In *UnBoxed Learning*. High Tech High Unboxed. Retrieved from <https://podcasts.apple.com/us/podcast/s1e17-dr-mary-helen-immordino-yang-meaning-making-makes/id1479866463?i=1000473001167>
- Greene, J. (Host), (April 9, 2020). Dr. Mary Helen Immordino-Yang [Audio podcast episode]. In *APA Division 15*. Retrieved from <https://soundcloud.com/user-883650452/dr-mary-helen-immordino-yang>
- Simidian, G. (Host), (August 2016). Emotion strengthens learning: Emotion moves students beyond rote memorization to lifelong retention. *New York State School Boards Association, Study Break Podcast*. <https://soundcloud.com/user-308199334>

Features/book reviews in trade magazines/websites/textbooks/documentary films/podcasts:

- Galinsky, E. (2024). *The Breakthrough Years: Five things every adolescent wants us to know and why we should listen*. (p. TBD). Macmillan Publishers.
- Henteloff, T. (2024). Interviewed and thanked for contributions in. *As we begin: Dispositions of mind, learning, and the brain in early childhood*. John Katt. (book in press)
- Tracey, D., & Morrow, L. M. (2024). *Lenses on Reading: An Introduction to Theories and Models* (4th ed.). The Guilford Press. (Featured in this book along with a photo in section, Affective Foundations of Reading.)
- Warden, K. (2023, October 10) Interviewed for: *There are crazy people out there: Mommy vloggers balance privacy and publicity*. Retrieved on October 10, 2023 from Annenberg Media Online. <https://www.uscannenbergmedia.com/2023/10/10/there-are-crazy-people-out-there-mommy-vloggers-balance-privacy-and-publicity/>
- Hendrie, B. (Host). Quoted by David Sax. In Rotman: Visiting experts. David Sax on the benefits of limiting technology. Podcast, season1: episode 1. Retrieved March 27, 2023, <https://rotman-visiting-experts.simplecast.com/episodes/david-sax/transcript>
- Blodgett, A. (2023, September 11). Quoted in. *Why the pace of change is so slow in schools: Examining the research*. Intrepid Ed News. Retrieved September 12, 2023, from <https://intrepidednews.com/why-the-pace-of-change-is-so-slow-in-schools/>
- Wilson, D. (2023, October 3). Mentioned in. *Top-of-Mind Topics: Learning and teaching*. NAIS Head Space. Retrieved October 3, 2023, from <https://nationalassociationofindependentschools.email19.com/t/j-e-satikk-tuirjhhkt-or/>
- Chan Zuckerberg Initiative (2023, August 23). *Schools to research the impact of their environments on students*. PR Newswire. Retrieved September 26, 2023, from <https://www.prnewswire.com/news-releases/schools-to-research-the-impact-of-their-environments-on-students-301907701.html>
- Quigley, T. (2023, August 8) *Neuroscience tells us we are doing school all wrong (summer series)*. Intrepid Ed News. Retrieved August 8, 2023, from <https://intrepidednews.com/neuroscience/>

- Licitra, A. (2023, July 23). *Brain science suggests how kids and teachers thrive*. AFT American Federation of Teachers. Retrieved August 4, 2023, from <https://www.aft.org/news/brain-science-suggests-how-kids-and-teachers-thrive> & <https://www.youtube.com/watch?v=N-kg1gIgkSw>
- [USC Rossier]. (2023, June 15). *In conversation with Mary Helen Immordino-Yang* [Video]. You Tube. <https://www.youtube.com/watch?v=qTAQWfhLaLM>
- Evaristo, E. (2023, April 7). *Annual conference examines consequential education research: National conference to feature over five-dozen USC Rossier scholars*. USC Rossier News & Insights online. <https://rossier.usc.edu/news-insights/news/annual-education-conference-examines-consequential-education-research>
- Whalen, R., & USC Impact. (2023, April 3). *Discovering self through experiential learning* [Film]. USC Annenberg Media. <https://www.uscannenbergmedia.com/2023/04/03/discovering-self-through-experiential-learning/>
- Gammon, K. (2023, March 23). *Social-Emotional Learning gets its moment in the spotlight*. USC Rossier News & Insights. Retrieved March 23, 2023, from <https://rossier.usc.edu/news-insights/news/social-emotional-learning-gets-its-moment-spotlight>
- Yenawine, J. (2023, March 9) *Learning to “look for what’s interesting” with Mary Helen Immordino-Yang*. News Detail. The Winsor School. Boston, MA. <https://www.winsor.edu/news-detail?pk=1427627>
- Nash, K. (2023, March 1). Extraordinary \$11M gift will advance educational equity. *USC Rossier School of Education News Insights Online*. <https://rossier.usc.edu/news-insights/news/extraordinary-11m-gift-will-advance-educational-equity>
- McMurtrie, B. (2023, February 15) Teaching in an age of “Militant Apathy” Immersive education offers a way to reach students but can it ever become the norm? *The Chronicle of Higher Education* online. https://www.chronicle.com/article/teaching-in-an-age-of-militant-apathy?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_6265487_nl_Weekly-Briefing_date_20230225&cid=wb&source=ams&sourceid=
- Anderson, J. & Winthrop, R., book title TBD, Penguin Random House, Estimated 2024.
- Logan, T. (2024, January 24). *On building meaning and building teens’ brains: A conversation with Dr. Mary Helen Immordino-Yang*. Intrepid Ed News online. Retrieved March 24, 2023 from <https://intrepidednews.com/on-building-meaning-and-building-teens-brains-a-conversation-with-dr-mary-helen-immordino-yang-tim-logan/>
- Blodget, A. (2023, January 5) Artificial Writers: The Brain-snatchers. *Intrepid News* online. Retrieved January 5, 2023 from <https://intrepidednews.com/artificial-writers-the-brain-snatchers-alden-blodget/>
- Verma, S. (2023, October 12). *Why we need to think about working memory differently*. Tes Magazine. Retrieved October 12, 2022, from <https://www.tes.com/magazine/teaching-learning/general/why-we-need-think-about-working-memory-differently>
- Flanagan, Linda. *Take Back the Game: How Money and Mania Are Ruining Kids' Sports--and Why It Matters*. Portfolio / Penguin, an imprint of Penguin Random House, 2022.
- Ervin, A. (2022, February 22). Developing Resilience: A Conversation with Dr. Mary Helen Immordino-Yang on Learning from Emotions. *The Chronicle of Evidence-Based Mentoring*. retrieved from <https://www.evidencebasedmentoring.org/developing-resilience-a-conversation-with-dr-mary-helen-immordino-yang-on-learning-from-emotions/>
- Inspire Teaching. (2022, January). 1. Brain on culture, 2. Brain and emotions. Two self-recorded training modules for Inspire Teaching & Learning, National University System.
- Editorial Team. (2021, December 8). Find your focal point: 10 things to try to help you stay focused. *HR News*. <http://hrnews.co.uk/find-your-focal-point-10-things-to-try-to-help-you-stay-focused/>

- Detweiler, R. (2021, November 20). Colleges are walking away from remote education – and that’s a good thing. *Salon*. <https://www.salon.com/2021/11/20/colleges-are-walking-away-from-remote-education--and-thats-a-good-thing/>
- Longman, M. (2021, September 31). Are Childhood Dreams A Scam? Only If You Don’t Let Them Go. *Refinery29*. <https://www.refinery29.com/en-us/2021/09/10692413/childhood-dreams-coming-true-stories>
- Children and Screens. (2020, November 30). How to build creativity on and off-line, in childhood and beyond. *Children and Screens*. <https://mailchi.mp/c5fa05e61372/how-to-build-creativity-in-childhood-and-beyond>
- USC Interaxon. (2020, Fall). USC Interaxon Neurocamp Pamphlet: Voices in stem. *USC Interaxon*.
- Brenneman, R. (2020, August 19). Brain study suggests how students learn from mistakes. *Faculty and Research*. <https://rossier.usc.edu/new-study-shows-how-students-learn-from-mistakes/>
- Merschel, M. (2020, August 28). As the coronavirus upends schools, experts say don't forget the arts. *American Heart Association News*. <https://www.heart.org/en/news/2020/08/28/as-the-coronavirus-upends-schools-experts-say-dont-forget-the-arts>
- Sohrabji, S. (2020, August 4). Tech Giants Earned Billions from Pandemic – Now They Need to Bridge Digital Divide for Kids. *Ethnic Media Services*. <https://ethnicmediaservices.org/covid-19/tech-giants-earned-billions-from-pandemic-now-they-need-to-bridge-digital-divide-for-kids/>
- Hashemzadeh, K. (2020, Spring/Summer). Mary Helen Immordino-Yang on Why Democracy Needs Abstract Thinkers. *USC Rossier Magazine*. <https://rossier.usc.edu/magazine/spring-summer-2020/mary-helen-immordino-yang-on-why-democracy-needs-abstract-thinkers/>
- Heid, M. (2020, April 30). The Debate Over Screens and Health is More Contentious Than Ever: Kids are staring at screens all day. Is that unhealthy? Experts can’t agree. *Elemental*. <https://elemental.medium.com/kids-are-staring-at-screens-all-day-is-this-really-a-problem-10ffdeef35f5>
- Caldera, C. & Shah, K. (2020, April 12) Ed School Professor Kurt W. Fischer, a “Champion of Kindness,” Dies at 76. *The Harvard Crimson*. <https://www.thecrimson.com/article/2020/4/13/kurt-fischer-obituary/>
- Anderson, Jill. (2020, April 2) HGSE Remembers Kurt Fischer. *Harvard Graduate School of Education*. <https://www.gse.harvard.edu/news/20/04/hgse-remembers-kurt-fischer>
- Rendeiro, J. (2020, January 23) Thinking Like a Scholar: Using Neuroscience to Address Student Stress and Disengagement. *USC Rossier Blog*. <https://rossieronline.usc.edu/blog/neuroscience-brain-development-student-stress/>
- Lihokahua, A. (2019, December 4) Have Brain, Will Travel. *Pillars of Peace*. <https://pillarsofpeace.hawaiicommunityfoundation.org/practicing-peace/mary-helen-immordino>
- Piha, S. (2019, November 5) Emotions, Learning and the Brain. *Learning in Afterschool & Summer*. <http://blog.learninginafterschool.org/>
- Woo, E. (2019, Fall/Winter) School of Thought: Studying the implicit processes—inside and out—that make educators great. *USC Rossier Magazine*, pp. 6-9. <https://rossier.usc.edu/magazine/fall-winter-2019/school-of-thought/>
- Neumann, D. (2019, October) A Feeling for the Past: The Role of Emotion in History Education. *Social Education*, (83) 5, pp. 276-279. E-link for members only.
- Blodget, A. (2019, September 30) It's Time to End Timed Tests. *Education Week*. <https://www.edweek.org/ew/articles/2019/10/02/its-time-to-end-timed-tests.html?cmp=eml-enl-eu-news1-rm&M=58945673&U=2913182&UUID=92ca8c73da96a9657508646d8863b815>
- Sparks, S. (2019, August 20) Brain Images Used to Tease Out How Top Teachers Connect With Students. *Education Week*. https://blogs.edweek.org/edweek/inside-school-research/2019/08/how_top_teachers_connect_with_students.html
- Miller, R. (2019, July 15) Affective Neuroscience and Learning – Implications from Affective Neuroscience for Learning and Mental Health with Mary Helen Immordino-Yang. *The Thoughtful Counselor Podcast*.

<https://thethoughtfulcounselor.com/2019/07/ep134-affective-neuroscience-and-learning-implications-from-affective-neuroscience-for-learning-and-mental-health-with-mary-helen-immordino-yang/>

- Bajwa, K. (2019, May 23) What is technology doing to us? Featured guest for 30-minute interview on the *Managing Partners Podcast*.
- Sparks, S. (2019, March 12) Why Teacher-Student Relationships Matter. *Education Week*. <https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html>
- Heid, M. (2019, February 14) Why Your Brain Needs Idle Time: Some vital brain functions demand downtime. *Elemental*. <https://elemental.medium.com/why-your-brain-needs-idle-time-e5d90b0ef1df>
- Morgan, R. (2019, February 15) I'm Constantly Stressed That My Weekends Aren't Fun Enough: How to deal with weekend anxiety. *VICE*. https://tonic.vice.com/en_us/article/pan3k9/im-constantly-stressed-that-my-weekends-arent-fun-enough
- Flanagan, L. (2019, January 28) How Effective Sports Coaches Help Students Feel Understood at School. *KQED News*. <https://www.kqed.org/mindshift/52828/how-effective-sports-coaches-help-students-feel-understood-at-school>
- Puente, K. (2019, January 2) 'First of its kind' study at Long Beach charter school uses brain imaging to measure effective teaching. *Long Beach Post*. <https://lbpost.com/news/study-teaching-usc-long-beach/>
- Ruth, C. (2018, September) Be Their Rock. *Wellbeing for Children*. <https://www.wellbeingforallchildren.com/blog-1/be-their-rock>
- Blodget, A. (2018, Summer) The learning curve: How we learn and rethinking the education model. *National Association of Independent Schools Magazine*. <https://www.nais.org/magazine/independent-school/summer-2018/how-we-learn-rethinking-the-education-model/>
- Yuhas, D. (2018, June 27) Piqued: The case for curiosity. *The Hechinger Report*. <https://hechingerreport.org/piqued-the-case-for-curiosity/>
- Varlas, L. (2018, June) Emotions are the Rudder. *Education Update, ASCD's member newsletter*, 60(6), pp.1, 4-5. <http://www.ascd.org/publications/newsletters/education-update/jun18/vol60/num06/Emotions-Are-the-Rudder-That-Steers-Thinking.aspx>
- Dabu, J. (2018, March) Sages and Seekers organization promotes art education. *Daily Trojan*. <http://dailytrojan.com/2018/03/30/sages-and-seekers-organization-promotes-art-education/>
- Barshay, J. (2017, Dec. 18) Can sadness be good for reading?: Developers of Educational Software Look at Links Between Emotions and Learning. *The Hechinger Report*. <http://hechingerreport.org/can-sadness-good-reading/>
- Greiving, T. (2017, Winter) Trojan Family Magazine feature story, *Does Learning Art, Dance and Music Boost Young Brains?* <http://tfm.usc.edu/does-learning-art-dance-and-music-boost-young-brains/>
- Love, S. (2017, Oct. 2) *Science and Chinese Somatization*. <https://undark.org/article/science-chinese-somatization/>
- Freedman, J. (2017, Aug 3) Learning About Learning & the Brain – Interview with Neuroscientist Mary-Helen Immordino-Yang. *6seconds*. <https://www.6seconds.org/2017/08/03/learning-about-learning-neuroscience-immordino-yang/>
- TVXS staff writer (2017, Jan.11) Το συναισθηματικό βάρος των βαθμών (καλών και κακών) [The emotional weight of grades, good and bad.] A review of *Emotion, Learning and the Brain*, published in the Greek magazine TVXS. <http://tvxs.gr/news/paideia/synaisthimatiko-baros-ton-bathmon-kalon-kai-kakon>
- Tracey, D. H. & Morrow, L. M. (2017) Chapter 7: Affective lenses. In, *Lenses on reading: An introduction to theories and models, Third Edition*. New York: Guilford Press
- Schiltz, L. (2016) Book Review, *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. *The International Journal of Psychotherapy*, Vol. 20, No. 3.
- Caterino, L. (2016) Affective neuroscience made easy: How to translate complex neurobiology into educational theory. A review of *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. *American Psychological Association PsycCRITIQUES*, Vol. 61, No. 38

- Lentz, J. (2016) Book Review: Emotions, learning and the brain: Exploring the educational implications of affective neuroscience. *The Milton H. Erickson Foundation Newsletter*, Volume 36, No. 2
<https://www.erickson-foundation.org/download/newsletters/Vol-36-No-2.pdf>
- Abruzzini, J. 6 (2016, July) Ways fiction can boost STEM learning. *STEAMed quarterly digital magazine*.
<https://www.joomag.com/magazine/steamed-magazine-july-2016/0141676001467200663?short>
- Judson, G. (2016, June 2) How to make your teaching meaningful and memorable. *Bam Radio Network Blog*. Retrieved from: <http://www.bamradionetwork.com/teaching-teens-tweens/how-to-make-your-teaching-meaningful-and-memorable>
- Volkman, J. (2016, May 20) Parent-teacher conferences. *Maitri Learning Montessori Pedagogy Blog*. Retrieved from: <https://www.maitrilearning.com/blogs/montessori-pedagogy>
- Judson, G. (2016, May 10) Emotion at the Helm. *ImaginED*. Retrieved from: <http://www.educationthatinspires.ca/2016/05/10/emotion-at-the-helm/>
- Sparks, S. (2016, April) Emotions help steer students' learning, studies find. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2016/04/27/emotions-help-steer-students-learning-studies-find.html>
- Centifanti, L. (2016, Feb.) Emotions, learning and the brain (Book Review). *Times Higher Education*, retrieved from: <https://www.timeshighereducation.com/books/review-emotions-learning-and-the-brain-mary-helen-immordino-yang-w-w-norton>
- Hill, T. (2016, January) Emotions, learning and the brain (Book Review). *PsychCentral*, retrieved from: <http://psychcentral.com/lib/emotions-learning-the-brain-exploring-the-educational-implications-of-affective-neuroscience/>
- Brändén, H. (2015, December) <http://www.kulturellahjarnan.se/2015/12/01/kanslor-larande-och-hjarnan/> (Book Review, published on the website of the Cultural Brain Initiative, Karolinska Institute, Stockholm).
- Alumit, N. (2015, November) Immordino-Yang publishes new book, "Emotions, Learning and the Brain". <http://rossier.usc.edu/immordino-yang-publishes-new-book-emotions-learning-and-the-brain/>
- Moriarty, G. B. (2015, Fall) Learning to speak, learning to listen: Exeter's writing program helps students engage with the world.
- Jo, J. & Liu, A. Visiting neuroscientist leads psychology workshop for faculty. *The Exonian*, Vol. CXXXVII, Number 18, Sept. 17, 2015.
- Manos, C. (2015, May) Journalism and the power of emotions. *Columbia Journalism Review*; retrieved from: http://www.cjr.org/analysis/journalism_and_the_power_of_emotions.php
- Peters, J. (2015, March) Immordino-Yang probes the connections between emotions, culture and learning. *Rossier Magazine Show-and-Tell*; retrieved from: <http://rossier.usc.edu/immordino-yang-probes-the-connections-between-emotion-culture-and-learning/>
- Johnson, X. (2014, January) Understanding and mastering complexity: Using theatre education as sophisticated play to embody cognition. *Information Age Education Newsletter*, retrieved from: <http://i-a-e.org/newsletters/IAE-Newsletter-2014-129.html>
- Johnson, P. (2013, Spring/Summer) Castle in the clouds. *USC Dornsife Magazine*, pp. 20-27.
- Losin, E. (2013, June) International Cultural Neuroscience Consortium meeting: The Breadth and Depth of Cultural Neuroscience. *PLoS Blogs: Diverse perspectives on science and medicine*, retrieved from <http://blogs.plos.org/neuroanthropology/2013/06/11/international-cultural-neuroscience-consortium-meeting-the-breadth-and-depth-of-cultural-neuroscience/>
- Hoover, E. (2013, January) Non-Cognitive measures: The next frontier in college admissions. *The Chronicle of Higher Education* [lead story], retrieved from <http://chronicle.com/article/Noncognitive-Measures-The/136621/>
- Anderson, J. The bullying conundrum: Schools need to do something, but what? *Ed, The magazine of the Harvard Graduate School of Education*. Fall, 2012, pp.22-29.
- Rappleye, C. Inside the learning brain: How mind, brain and education science is impacting the classroom. *MICDS Magazine*, Summer-Fall, 2012, pp.34-37.

Minor/Intramural awards and honors

- 2022 CANDLE poster (w/postdoc Christina Kundrak), *Secondary teachers' neural activity when grading student work differs according to the social-cognitive complexity of their pedagogical orientation* was selected as one of 4 research posters of approximately 100 total to be delivered as a Flash Talk. International Mind, Brain, and Education Society (IMBES), Montreal, Canada.
- 2021 CANDLE student and MHIY advisee Rodrigo Riveros Miranda received the Kuhmerker Dissertation Award from the Association for Moral Education. His dissertation is titled, "*A Neuropsychological exploration of low-SES adolescents' life goals and their motives.*"
- 2019 Received a Certificate of Appreciation from Los Angeles Unified School District Pupil Services and Student Support Programs, Los Angeles, CA.
- 2018 Received the Exemplary Research Award from School Board District 9, Miami FL.
- 2018 Best Research Poster Award at the International Mind, Brain and Education Society Conference, Los Angeles, CA, for *Krone, C., *Yang, X.-F., Farrington, C., & **Immordino-Yang, M.H.** (September, 2018). *Developmental neural, psychological, and emotional correlates of academic mindsets*. NOTE: Four awards were given; ~100 posters competed.
- 2014 USC Rossier School of Education Award for Mentoring Postdoctoral Fellows
- 2014 Named "Principal for a Day," ABC Unified School District, Artesia High School, Cerritos, CA
- 2010 Awarded "Best presentation of the conference" (of 30 presentations considered) for Singh, V. & Immordino-Yang, M.H. (June, 2010). *Activation and interconnectivity of the hippocampus during the feeling of admiration and compassion*. Presented at the FENS-IBRO Summer School (Federation of European Neuroscience Societies-International Brain Research Organization), entitled Cognition and Action: System Neuroscience Approaches to Understanding Complex Behavior. Dubrovnik, Croatia. NOTE: V. Singh was MHIY's current graduate student.
- 2003 Invited by the Dean to deliver the Student Welcoming Address at the new student orientation ceremony, HUGSE
- 2002 Harvard University Mind, Brain and Behavior Fellow
- 2001 Awarded "distinction" by all committee members on qualifying paper, entitled: *Working memory for music and language: Do we develop analogous systems based on similar symbolic experience?*, HUGSE
- 2000 Qualifying paper proposal awarded "model" status by the Committee on Degrees anonymous faculty committee, HUGSE

Students Supervised

Graduate Students Advised/Financially Supported:

Johnson, David. PhD in Neuroscience Graduate Program, planned, June, 2026.

Mariana Steil, PhD in Urban Education Policy Program, Educational Psychology, planned June, 2028.

Gina Nadaya, PhD in Department of Psychology (Developmental; co-advised with Santiago Morales), planned June, 2026

Emily Gonzalez, PhD in Urban Education Policy, planned May, 2026.

Paola Zanchi, visiting student from University of Geneva, Switzerland, 2023

Ellyn Pueschel, PhD Psychology (Developmental; co-advised with Santiago Morales), received August, 2023.

Christina Kundrak, PhD in Urban Education Policy, received August, 2021; next position: Postdoctoral Researcher, USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE).

Camilla Moliterni, visiting scholar from Sapienza Università di Roma, July, 2021- June, 2022

Dakarai McCoy, MS in Neuroscience, received fall, 2020

Rebecca Gotlieb, PhD in Urban Education Policy, received June, 2020; next position: Postdoctoral Research Fellow, Center for Dyslexia, Diverse Learners, and Social Justice, UCLA.

Rodrigo Rivera, PhD in Psychology, received June, 2020; next position: Postdoctoral Researcher, joint position between The Thrive Center for Human Development at Fuller Theological Seminary and USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE); next position: research scientist, Adobe.

Erik Jahner, PhD in Education received November, 2017, UC Riverside (Co-Advisor: Lee Swanson; dissertation research conducted at the BCI supported by MHIY); next position: Research Scientist, National Institute of Education, Nanyang University, Singapore

Sará Benin, PhD in Education received October, 2017, UCLA (Co-Advisor: Thomas M. Philip); next position: NIH Postdoctoral Fellow, University of Oregon

Janalynn Bliss, EdD in Educational Psychology received December, 2018; next position: Creative Writing Graduate Coordinator, USC Dornsife College

John Beltramo, PhD in Education received June, 2016; MHIY advised 2012-2013; next position: Assistant Professor, Regis University

Vanessa Singh, PhD in Psychology received November, 2014 (co-Advisor: Antonio Damasio); next position: Postdoctoral Fellow, UCSF (mentor: Fumiko Hoeft)

Xiaofei Yang, PhD in Neuroscience received December, 2013; next position: Postdoctoral Fellow, USC Brain & Creativity Institute

Andrea McColl, MS; MA in Psychology received June, 2011; next position: Educational Software Developer

Graduate Committee Member (only PhD listed; EdD committee member list by request):

Lei, Su; PhD in Computer Science December, 2022 (Advisor: Dr. Jonathan Gratch)

Alysia Burbidge; PhD in Social Psychology May, 2023 (Advisor: Dr. Daphna Oyserman)

Anthony Vaccaro; PhD in Psychology June, 2023 (Advisor: Antonio Damasio & Jonas Kaplan)

Gulnaz Kiper; PhD in Social Psychology June, 2022 (Advisor: Daphna Oyserman)

Neil Jacobson; PhD in Urban Education Policy June, 2022 (Advisor: Gale M. Sinatra)

Woo Jung Lee; PhD in Social Work June, 2022 (Co-Advisors: Daniel Hackman & Olivia J. Lee)

Aditya Jayashankar; PhD in Occupational Science received August 2021 (Advisor: Lisa Aziz-Zadeh)

Neha Miglani; PhD in Education received June, 2021 (Advisor: Patricia Burch)

Daniel Lee; PhD in Social Work received June, 2021 (Advisor: Ferol Mennen)

Xiaobeis Zhang; PhD in Psychology received June, 2020 (Advisor: John Monterosso)

Nadja Marie Mariager, PhD received June, 2020 (Advisor: Ane Qvortrup; University of Southern Denmark)

Melissa Stone; Masters received December, 2019 from Freie Universität Berlin in Social, Cognitive and Affective Neuroscience. Note: Thesis conducted in MHIY's laboratory.

Sarah Stoycos; PhD in Clinical Science, Psychology Department received June, 2019 (Advisor: Darby Saxbe)

Melissa Roemmele; PhD in Computer Science received March, 2018 (Advisor: Andrew Gordon)

Leslie Berntsen; PhD in Psychology received June, 2018 (Advisor: Laura Baker)

Robert Danielson; PhD in Education, 2017 (Advisor: Gale Sinatra)

Eun Cho; DMA in Music Teaching and Learning received December, 2017 (Advisor: Beatriz Ilari)

Suzanne Houston; PhD in Psychology received December, 2016 (Advisor: Elizabeth Sowell)

Vesna Gamez-Djokic; PhD in Neuroscience received July, 2016 (Advisor: Lisa Azziz-Zadeh; MHIY was committee chair)

David Clewett; PhD in Neuroscience received June, 2016 (Advisor: Mara Mather)

Larissa Del Piero; PhD in Psychology received June, 2016 (Advisors Gayla Margolin and Darby Saxbe)

Peter Meindl; PhD in Psychology received May, 2016 (Advisor: Jesse Graham)

Misty Sawatzky; PhD in Education received September, 2014 (Advisor: Alicia Dowd)

Helder Filipe Araujo, MD; PhD in Neuroscience received May, 2014 (Advisor: Antonio Damasio; MHIY was committee chair)

NOTE: PhD and Master's students who completed their dissertations at least partly in my lab and with data from my laboratory, but whose committees I could not officially join due to internal rules at their institutions, are:

Oisin Butler; PhD received 2018 from the Max Planck Institute for Human Development, Berlin, Germany (Advisor: Simone Kühn) Next position: Research Scientist, Bayer Pharmaceuticals

Gabriela Pavarini, PhD received 2016 from Cambridge University, U.K. (Advisor: Simone Schnall)

Solange Dénervaud, PhD received December 2020 from Université de Lausanne, CH (Advisor: Patric Haggman). Winner, dissertation of the year award, EPFL and Geneva Universities, Lausanne

Postdoctoral Fellows/Research Scientists Mentored/Financially Supported:

Andrew Dayton, PhD (postdoctoral scholar, 2023-)

Amirhossein Ghaderi, PhD (postdoctoral scholar, 2023-)

Guilherme Brockington, PhD (visiting postdoctoral collaborator from Brazil, 2022)

Pauline Baniqued, PhD (postdoctoral fellow, 2019-2021; health leave 2021- ; deceased, 2023)

Erik Jahner, PhD (postdoctoral fellow, 2020-2022); next position: Brookings Institute

Rodrigo Riveros, PhD (postdoctoral fellow, 2020-2022)

Christina Kundrak, PhD (postdoctoral fellow, 2021-2022; research scientist, 2023-)

Xiaofei Yang, PhD (postdoctoral fellow, 2013-2018; senior research scientist and scientific director, CANDLE, 2018- ; assistant research professor, 2023-)

Sarah Gimbel, PhD (2012-2014; co-mentored with Antonio Damasio and Jonas Kaplan); next position: research scientist, UC San Diego

Christine Tipper, PhD (2012-2013; co-mentored with Antonio Damasio and Jonas Kaplan); next position: research associate, University of British Columbia Dept. of Psychiatry

Darby Saxbe, PhD (postdoctoral scholar, 2010-2013; co-mentored with Gayla Margolin); next position: Assistant Professor of Psychology, USC

List of Undergraduate and High School Students Mentored upon Request (total >60)