



# TESTIMONIALS



*"YOU ARE A FIRST! I have been reading the evaluations and everyone had great things to say—there were no negatives."*

College Administrator

## *audiences say they feel...*

- "...fired up to start a new year with new ideas"
- "...inspired to put more excitement into my teaching"
- "...empowered as an educator as well as a human being"
- "...enlightened, energized"
- "...aware of students' needs"
- "...excited about being part of the educational process"
- "...compassionate toward my ELL learners"
- "...inspired, as if I had a revelation"
- "...supercharged"

## *teachers leave ready to...*

- "...incorporate more strategies that foster student success"
- "...use more activities to stimulate the brains of my students"
- "...bring more diversity to my teaching methodology"
- "...reach all my students"
- "...motivate more"
- "...change some things about my delivery and practice"
- "...take my students' differences into account more often and encourage various learning styles"

*at last...*

### **An educational neuroscientist who sees her research through the eyes of a teacher!**

Dr. Z's lively presentations, peppered with humor, music, and audience participation, engage and empower educators by providing them with a basic understanding of learning processes in the brain. Through Power Point illustrations, a simulation, and interactions, this exciting new information is presented in an understandable and entertaining style. Attendees will look inside the brain, acquire a new understanding of the nature of learning, discover principles for instruction based on brain research, and acquire strategies for addressing learning differences in the classroom. Participants leave Dr. Z's sessions energized and excited about trying these new approaches!



**Anna Maria Nanni, a teacher in L'Aquila, Italy, where Janet Zadina's talked to teachers a few months after an earthquake destroyed the city in 2009. Excerpts below from the TESOL-Italy Newsletter - March/April, 2010:**

"Among the various activities aimed at improving teachers' level of expertise in terms of technology and methodology in ELT (English Language Teaching) and EFL (English as a Foreign Language), Dr. Janet Zadina's lively presentation literally captured the audience making teachers aware of the many pathways by which the brain can learn, how second language impacts the learning pathways and how learning can become difficult in post-traumatic situations... We were all touched by her empathy and her spontaneous wish to come to L'Aquila."

"People from L'Aquila are said to be as good and strong as the rocks of their mountains: Dr. Zadina possesses many of the peculiar qualities that characterize our simple community: generosity, strength, hospitality, thoughtfulness, and loyalty."

"Having Janet Zadina in L'Aquila made us feel less lonely, more supported and cared for."

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**Sarah Stecher**

**President of OKADE - Oklahoma Association of Developmental Education**

"At each conference I attend, there is almost always one gem that shines brighter...Dr. Zadina's information seemed essential to all aspects of developmental studies, whether teaching math, reading, writing, or study skills. I am convinced that taking this one diamond in your hand and examining it closely will reveal all sorts of hidden facets in your own teaching methodologies, just as it has for me."

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**Ursula Sohns, M.ED.**

**Professor, Developmental Studies, Lone Star College-North Harris:**

"The field of developmental education is greatly enhanced by having an internationally recognized, dynamic speaker bridging the knowledge gap between what happens in the science and research world and what is happening in the classroom. She is an ambassador from the research end, helping instructors become better teachers. And she is an excellent ambassador as an educator, helping the other scientists appreciate the world of the classroom... I think Dr. Janet Zadina is a powerful "tool" in the next page of the growth of the developmental education profession by connecting the worlds of the developmental educator and the neuroscientists who are researching how the brain functions and learns. I believe this will become a more important partnership as time goes on and more and more brain research is completed. We offered a session primarily to students and she was so effective at explaining the material to the developmental students in attendance. Speaking to the students later, they expressed excitement about the new understanding they had about how their brains learn."

