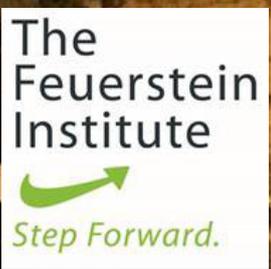


PROCEEDINGS OF THE

Jerusalem International Conference on
**Neural Plasticity and
Cognitive Modifiability**

Jerusalem (Israel), 2-5 June 2013



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Foreword

The coming together of the “disciplines” of cognitive education and the neurosciences enable a confrontation between the two. A consideration of the relationship between these two fields is now critically important because the modifiability of the brain has long been denied, by generations of scientists and educators, and is still not well acknowledged and reflected in practice.

The theory of structural cognitive modifiability (SCM) and the application of mediated learning experience (MLE), developed by Professor Reuven Feuerstein more than 50 years ago, particularly viewed in the context of what is now known and demonstrated by neural plasticity research serves as a *paradigmatic* framework for this conference. Recent evidence demonstrates that the brain is modifiable, responsive to structural and functional change as a consequence of external and internal stimulation, leading to neural plasticity. Major findings are coming to light daily, from both cognitive and neurogenetic perspectives, as scientists develop new research designs, focus on diverse and expanding variables, and exploit the new and expanding non-invasive technologies that enable the study of the brain in situations of “real-time” exposure.

The potential for modifiability is no longer confined to the “hard” and biologically based aspects of neural functioning. Philosophers and others who are concerned with spiritual and moral/ethical aspects of human conditions are being joined by the scientists as the brain’s modifiability potential is being explored. The conference offered an opportunity to consider the novel implications of this confluence.

Professor Reuven Feuerstein, *Founder and Chairman, The Feuerstein Institute*
Rabbi Rafi Feuerstein, *Deputy Chairman, The Feuerstein Institute*

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