

Contents

Editorial	Educational Neuroscience: A Field Between False Hopes and Realistic Expectations <i>Elsbeth Stern, Roland H. Grabner, and Ralph Schumacher</i>	237
Review Articles	Development of Reading Remediation for Dyslexic Individuals: Added Benefits of the Joint Consideration of Neurophysiological and Behavioral Data <i>Mélanie Bédard, Line Laplante, and Julien Mercier</i>	240
	A Systematic Review of the Literature Linking Neural Correlates of Feedback Processing to Learning <i>Jan-Sébastien Dion and Gérardo Restrepo</i>	247
Original Articles	The Effect of a Prospected Reward on Semantic Processing: An N400 EEG Study <i>Sanne H. G. van der Ven, Sven A. C. van Touw, Anne H. van Hoogmoed, Eva M. Janssen, and Paul P. M. Leseman</i>	257
	Proportional Reasoning: The Role of Congruity and Salience in Behavioral and Imaging Research <i>Ruth Stavy, Reuven Babai, and Arava Y. Kallai</i>	266
	The Learning Brain: Neuronal Recycling and Inhibition <i>Emmanuel Ahr, Grégoire Borst, and Olivier Houdé</i>	277
Spotlights	Event-Related Potentials (ERPs) Reflecting Feedback and Error Processing in the Context of Education <i>Frieder L. Schillinger</i>	286
	Neuroscience-Based Approaches to Teaching Students on the Autism Spectrum <i>Debbie Cockerham and Evie Malaia</i>	290
	Measuring Implicit Cognitive and Emotional Engagement to Better Understand Learners' Performance in Problem Solving <i>Patrick Charland, Pierre-Majorique Léger, Julien Mercier, Yannick Skelling, and Hugo G. Lapierre</i>	294
	Behavioral and Neural Effects of Game-Based Learning on Improving Computational Fluency With Numbers: An Optical Brain Imaging Study <i>Murat Perit Çakır, Nur Akkuş Çakır, Hasan Ayaz, and Frank J. Lee</i>	297
Opinions	Dyslexia Intervention – What Can We Learn From Neuroscience? Commentary on Bédard, Laplante, and Mercier (2016) <i>Karin Landerl and Chiara Banfi</i>	303

What are the Benefits and Potential Problems of Jointly Considering Neurophysiological and Behavioral Data in Dyslexia Intervention Research? Commentary on Bédard, Laplante, and Mercier (2016) <i>Wolfgang Schneider</i>	305	
Learning in Development and Education – A Mechanistic Understanding Is Needed: Commentary on Dion and Restrepo (2016) <i>Tobias U. Hauser</i>	307	
What Does Brain Activation Tell Us About Numerical Congruity and Salience? Commentary on Stavy, Babai, and Kallai (2016) <i>Andreas Obersteiner</i>	309	
The Origin and Functional Organization of Cortical Areas Involved in Reading: Commentary on Ahr, Borst, and Houdé (2016) <i>Daniel Kiper</i>	311	
The Long and Winding Road to Educationally Relevant Cognitive Neuroscience: Commentary on Çakır, Akkus Çakır, Ayaz, and Lee (2016) <i>Lieven Verschaffel</i>	312	
Erratum	Correction to Lazarević et al. (2016)	313
Call for Papers	“Theory of Mind Across the Lifespan”: A Topical Issue of the <i>Zeitschrift für Psychologie</i> Guest Editor: <i>Daniel M. Bernstein</i>	314
Volume Information	Reviewers 2016	315