

THINKING THROUGH ART RECOMMENDED READING

THEORETICAL PERSPECTIVES AND CRITICAL THINKING SKILLS

- Anderson, J., Reader, L. & Simon, H. (1996). Situated Learning and Education. *Educational Researcher*, 25(4), 5-11.
- Costa, A. & Kallick, B., Eds. (2000). *Assessing and Reporting on Habits of Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Greeno, J. (1997). On Claims That Answer the Wrong Question. *Educational Researcher*, 26(1), 5-17.
- Housen, A. (2002). *Aesthetic Thought, Critical Thinking and Transfer*. (www.vue.org)
- Housen, A. (1999). *Eye of the Beholder: Research, Theory and Practice*. (www.vue.org)
- Housen, A. & DeSantis, K. (2001). *Selected Directory of Studies*. (www.vue.org)
- Kuhn, D. (1999). *A Developmental Model of Critical Thinking* *Educational Researcher*, 28(2), pp.16-26, 46.
- Wilson, B. & Madsen Myers, K. (1999). Situated Cognition in Theoretical and Practical Contexts. In D. Jonassen & S. Land (Eds.), *Theoretical Foundations of Learning Environments*. Mahwah, NJ: Erlbaum.

ART AND LEARNING

- Csikszentmihalyi, M. (1997). Assessing Aesthetic Education: Measuring the Ability to 'Ward Off Chaos.' *Arts Education Policy Review*, 99(1), 1063-2913.
- Deasy, R., ed. (2002). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, D.C.: Arts Education Partnership.
- Winner, E., & Hetland, L., eds. (2000). *The Journal of Aesthetic Education Special Issue: The Arts and Academic Achievement: What the Evidence Shows*. 34 (3-4).
- Yenawine, P. (2002). *Jump Starting Visual Literacy*. (www.vue.org)
- Yenawine, P. (1999). *Theory into Practice: The Visual Thinking Strategies*. (www.vue.org)
- Yenawine, P. (1998). *Visual Art and Student-Centered Discussions*. (www.vue.org)

EMPIRICAL STUDIES ON ARTS LEARNING

Adams, M. & Luke, J. (2001). Evaluation for the HeArt Project, Los Angeles, CA. Unpublished evaluation report. Annapolis, MD: Institute for Learning Innovation.

Adams, M. & Luke, K. (2003). *Museum/School Multiple-Visit Programs: What Are Students Really Learning?* Unpublished report. Annapolis, MD: Institute for Learning Innovation. (available on request)

Brice Heath, S. (1999). Imaginative Actuality: Learning in the Arts During the Non-School Hours. In E. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*: pp.19-34. Washington, D.C.: The Arts Education Partnership and The President's Committee on the Arts and the Humanities.

Catterall, J., Chapleau, R. & Iwanaga, J. (1999). Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts. In E. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*, pp.1-18. Washington, D.C.: The Arts Education Partnership and The President's Committee on the Arts and the Humanities.