



## LIVE LIFE TO THE FULLEST

Art develops empathy,  
kindness and cross-cultural  
understanding.

Kang, R., Mehranian, Y., & Hyatt, C. (2017). Incorporating an Image-Based, Multi-Model Pedagogy Into Global Citizenship Education. *International Journal of Education & the Arts*, 18 (23). Retrieved from <http://www.ijea.org/v18n23/>

<http://www.artsedsearch.org/study/incorporating-an-image-based-multi-model-pedagogy-into-global-citizenship-education/>

Williams, R. (2017). Being With and Being There: Our Enactment of Wide-Awakeness.

*International Journal of Education and the Arts*, 18(3), 1-27.

<http://www.artsedsearch.org/study/being-with-and-being-there-our-enactment-of-wide-awakeness/>

Song, Y. I. K. (2018). Fostering culturally responsive schools: Student identity development in cross-cultural classrooms. *International Journal of Education in the Arts* 19 (3).

<http://www.ijea.org/v19n3/index.html>

Esteve-Faubel, J-M., Martin, T. J., & Junda, M. E. (2018). Cross-curricular teaching going forward: A view from “Strange Fruit. *International Journal of Education in the Arts* 19 (4).

<http://www.ijea.org/v19n4/index.html>

McDermott, M. (2018). Beyond words: Paint Your Life™—An international system for transforming how we think about ourselves and others. *International Journal of Education in the Arts* 19 (5).

<http://www.ijea.org/v19n5/index.html>

Kallio, A. A., & Länsman, H. (2018). Sami re-imaginings of equality in/through extracurricular arts education in Finland. *International Journal of Education in the Arts* 19 (7).

<http://www.ijea.org/v19n7/index.html>

Davis, S. (2018). The engagement tree: Arts-based pedagogies for environmental learning. *International Journal of Education in the Arts* 19 (8).

<http://www.ijea.org/v19n8/index.html>

Li, D. (2018). Using issues-based art education to facilitate middle school students' learning in racial issues. *International Journal of Education in the Arts* 19 (12).

<http://www.ijea.org/v19n12/index.html>

Grant, C. (2018). Developing global citizenship in tertiary performing arts students through short-term mobility programs. *International Journal of Education in the Arts* 19 (15).

<http://www.ijea.org/v19n15/index.html>

Li, D. (2018). Critical media literacy: A social semiotic analysis and multimodal discourse of corpocracy. *International Journal of Education in the Arts* 19 (16).

<http://www.ijea.org/v19n16/index.html>

Bourgault, R. (2018). Across the bridge: A story of community, sociality, and art education. *International Journal of Education in the Arts* 19 (18).

<http://www.ijea.org/v19n18/index.html>

Henderson, L. (2015). A river runs through it: Art, geology and life on the upper Mississippi. *Journal for Learning Through the Arts* 11 (1).

<https://escholarship.org/uc/item/12f3c2m2>

Bertling, J. G. (2015). The art of empathy: A mixed methods case study of a critical place-based art education program. *International Journal of Education & the Arts*, 16(3), 1-26.

(<http://www.artsedsearch.org/summaries/the-art-of-empathy-a-mixed-methods-case-study-of-a-critical-place-based-art-education-program>)

Kraehe, A. M., Hood, E. J., & Travis, S. (2015). "I'm so offended!": Curriculum flashpoints and critical arts education. *International Journal of Education & the Arts*, 16(18).

(<http://www.artsedsearch.org/summaries/i-m-so-offended-curriculum-flashpoints-and-critical-arts-education>)

Crawford Barniskis, S. (2012). Graffiti, poetry, dance: How public library art programs affect teens. *The Journal for Research on Libraries and Young Adults*, 2.

(<http://www.artsedsearch.org/summaries/graffiti-poetry-dance-how-public-library-art-programs-affect-teens>)

Shaw, J.T. (2016). "The Music I Was Meant to Sing": Adolescent choral students' perceptions of culturally responsive pedagogy. *Journal of Research in Music Education*, 64(1).

(<http://www.artsedsearch.org/summaries/the-music-i-was-meant-to-sing-adolescent-choral-students-perceptions-of-culturally-responsive-pedagogy>)

Kang Song, Y. I. & Gammel, J. A. (2011). Ecological mural as community reconnection. *International Journal of Art & Design Education*, 30, 266–278.

(<http://www.artsedsearch.org/summaries/ecological-mural-as-community-reconnection>)

Stevenson, L. M. (2011). *Creating destiny: Youth, arts and social change*. (Unpublished doctoral dissertation). Stanford University, Stanford, CA.

(<http://www.artsedsearch.org/summaries/creating-destiny-youth-arts-and-social-change>)