



WORKPLACE READY

Art strengthens students ability to cooperate, collaborate and problem solve

Ghanbari, S. (2015). Learning across disciplines: A collective case study of two university programs that integrate the arts with STEM. *International Journal of Education & the Arts*, 16(7).

<https://www.artsedsearch.org/study/learning-across-disciplines-a-collective-case-study-of-two-university-programs-that-integrate-the-arts-with-stem/>

Vazquez-Manassero, M., Manassero-Mas, M., & Vázquez-Alonso, Á. (2020). History of science meets history of art on Galileo's telescope: An integrated approach for science education. *Journal for Learning through the Arts*, 16(1).

<http://dx.doi.org/10.21977/D916141548>

Mark, Ph.D., S. L, Constantin, G. M, Tinnell, T. L, & Alexander, O. (2020). It got me back to science and now I want to be a plant scientist: Arts-integrated science engagement for middle school girls. *Journal for Learning through the Arts*, 16(1).

<http://dx.doi.org/10.21977/D916145329>

Kvammen, A.C., Hagen, J.K., Parker, S. (2020). Exploring new methodical options: Collaborative teaching involving song, dance and the Alexander Technique. *International Journal of Education & the Arts*, 21(7).

<http://www.ijea.org/v21n7/v21n7.pdf>

Sivenius, A., & Friman, I. (2020). Can I? Dare I? *International Journal of Education & the Arts*, 21(8).

<http://www.ijea.org/v21n8/v21n8.pdf>

Bremmer, M. & van Hoek, E. (2020). Teamplayers: 4CO-teaching in arts education in primary education. *International Journal of Education & the Arts*, 21(9).

<http://www.ijea.org/v21n9/v21n9.pdf>

Robin, A. (2020). Colores de Latinoamérica: Teaching Latin American art in London (Ontario, Canada). *International Journal of Education & the Arts*, 21(16).

<http://www.ijea.org/v21n16/v21n16.pdf>

Aspán, M. (2020). The tale of Red Riding Hood and the Wolf as a multi- literacy tool for reflection and embodied learning. *International Journal of Education & the Arts*, 21(18).

<http://www.ijea.org/v21n18/v21n18.pdf>

Lehtonen, A., Österlind, E., & Viirret, T.L. (2020). Drama in education for sustainability: Becoming connected through embodiment. *International Journal of Education & the Arts*, 21(19).

<http://www.ijea.org/v21n19/index.html>

Juntunen, M.-L. (2020). Embodied learning through and for collaborative multimodal composing: A case in a Finnish lower secondary music classroom. *International Journal of Education & the Arts*, 21(29).

<http://www.ijea.org/v21n29/index.html>

Lee, B. K., Enciso, P., & Brown, M. R. (2020). The effect of drama-based pedagogies on K-12 literacy-related outcomes: A meta-analysis of 30 years of research. *International Journal of Education & the Arts*, 21(30).

<http://www.ijea.org/v21n30/v21n30.pdf>

Dryburgh, J. (2020). Vital entanglements: An exploration of collective effort in the dance technique class. *International Journal of Education & the Arts*, 21(34).

<http://www.ijea.org/v21n34/v21n34.pdf>

Taylor, Holly A. and Allyson Hutton (2013) Think3d!: Training Spatial Thinking Fundamental to STEM Education, *Cognition and Instruction*, 31:4, 434-455.

<https://www.artsedsearch.org/study/think3d-training-spatial-thinking-fundamental-to-stem-education-cognition-and-instruction/>

Johnson-Green, E., Lee, C., & Flannery, M. (2020). A Musical Perspective on STEM: Evaluating the EcoSonic Playground Project From a Co-equal STEAM Integration Standpoint. *International Journal of Education & the Arts*, 21(14).

<http://www.ijea.org/v21n14/v21n14.pdf>

Ghanbari, S. (2015). Learning across disciplines: A collective case study of two university programs that integrate the arts with STEM. *International Journal of Education & the Arts*, 16(7).

<https://www.artsedsearch.org/study/learning-across-disciplines-a-collective-case-study-of-two-university-programs-that-integrate-the-arts-with-stem/>

Blagoeva, N.V. (2019). Project-based integration of contemporary art forms into teaching visual arts to primary school students in the after-school art clubs. *International Journal of Education & the Arts*, 20(18).

<http://www.ijea.org/v20n18/index.html>

Sakr, M. (2019). Young children drawing together on the iPad versus paper: How collaborative creativity is shaped by different semiotic resources. *International Journal of Education & the Arts*, 20(20).

<http://www.ijea.org/v20n20/index.html>

Goldstein, T. R, Lerner, M. D, Paterson, S., Jaeggi, L., Toub, T. S, Hirsh-Pasek, K., & Golinkoff, R. (2019). Stakeholder Perceptions of the Effects of a Public School-Based Theatre Program for Children with ASD. *Journal for Learning through the Arts*, 15(1).

<https://escholarship.org/uc/item/5qg6j1n5>

Brown, E., Garnett, M., Velazquez-Martin, B., Mellor, T. (2018). The art of Head Start: Intensive arts integration associated with advantage in school readiness for economically disadvantaged children. *Early Childhood Research Quarterly* 45 (2018) 204-214.

https://ac.els-cdn.com/S0885200617300443/1-s2.0-S0885200617300443-main.pdf?_tid=52d326d1-dffd-42e3-bced-91cdffa7fb12&acdnat=1539181900_6b77510564bbc872b30870b8ba385040

Greene, M., Sawilowsky, S. (2018). Integrating the arts into head start classrooms produces positive impacts on kindergarten readiness. *Early Childhood Research Quarterly* 45 (2018) 215-223.

https://ac.els-cdn.com/S0885200617300388/1-s2.0-S0885200617300388-main.pdf?_tid=f4644ae3-1110-433a-a4c9-81c13b2a6e20&acdnat=1539182006_bb5599da849891c1f447845d4ac77add

Susman-Stilman, A., Englund, M., Webb, C., Grenell, A. (2018). Reliability and validity of a measure of preschool children's theatre arts skills: The Preschool Theatre Arts Rubric. *Early Childhood Research Quarterly* 45 (2018) 249-262.

https://ac.els-cdn.com/S0885200617300546/1-s2.0-S0885200617300546-main.pdf?_tid=2ce86c04-20e5-4f1d-addd-cc93f1bf5cb7&acdnat=1539182622_c6bc5fdb9f4114dd90cd8d6cf65a9669

Casassa, K., Cappello, M., Bedau, D., & Cirino, P. (2018). Tweeting at Dr. Faustus: #sdsufaustus. *International Journal of Education in the Arts* 19 (6).

<http://www.ijea.org/v19n6/index.html>

Karppinen, S, Poutiainen, A., Kairavuori, S., Rusanen, S., & Komulainen, K. (2018). ImproStory: Social improvisation and storytelling in arts and skills subjects. *International Journal of Education in the Arts* 19 (9).

<http://www.ijea.org/v19n9/index.html>

Schlaack, N. & Simpson Steele, J. (2018). The collaborative residency project: The influence of co-teaching on professional development in arts integration. *International Journal of Education in the Arts* 19 (11).

<http://www.ijea.org/v19n11/index.html>

Gose, R. & Siemietkowski, G. (2018). A collaboration in care: Re-visioning teacher-student dialogue in dance education. *International Journal of Education in the Arts* 19 (14).

<http://www.ijea.org/v19n14/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>

Downey, S., Korn, R., Krantz, A. (2018). Impact study: The effects of facilitated single-visit art museum programs on students grades 4-6. RK&A for the National Art Education Association and the Association of Art Museum Directors.

<https://www.arteducators.org/research/articles/377-naea-aamd-research-study-impact-of-art-museum-programs-on-k-12-students>

LeMire, S., Achtenberg, L., Opp, D. (2017). Leadership development for high school students in a summer performing arts program. *Journal for Learning Through the Arts* 13 (1).

<https://escholarship.org/uc/item/5061b1jn>

Lorimer, M. A content analysis of the intersections between art education and teacher education. *Journal for Learning Through the Arts* 13 (1).

<https://escholarship.org/uc/item/49k9z6mm>

Blasco, P., Moreto, G., Blasco, M., Levites, M., Janaudis, M. (2015). Education through movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning Through the Arts* 11 (1).

<https://escholarship.org/uc/item/2dt7s0zk>

Duma, A. L., & Silverstein, L. B. (2014). Cross-Study Findings: A View into a Decade of Arts Integration. *Journal for Learning through the Arts*, 10(1).

<http://www.artsedsearch.org/summaries/cross-study-findings-a-view-into-a-decade-of-arts-integration>

Ghanbari, S. (2015). Learning across disciplines: A collective case study of two university programs that integrate the arts with STEM. *International Journal of Education & the Arts*, 16(7).

<http://www.artsedsearch.org/summaries/learning-across-disciplines-a-collective-case-study-of-two-university-programs-that-integrate-the-arts-with-stem>

Parker, E. C. (2014). The process of social identity development in adolescent high school choral singers: A grounded theory. *Journal of Research in Music Education*, 62.

<http://www.artsedsearch.org/summaries/the-process-of-social-identity-development-in-adolescent-high-school-choral-singers-a-grounded-theory>

Heath, S., & Roach, A. (1999). Imaginative actuality: Learning in the arts during nonschool hours. Chapter in E. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*. Washington DC: Arts Education Partnership and President's Committee on the Arts and Humanities, 19-34.

<http://www.artsedsearch.org/summaries/imaginative-actuality-learning-in-the-arts-during-nonschool-hours>

Malin, H. (2012). Creating a children's art world: Negotiating participation, identity, and meaning in the elementary school art room. *International Journal of Education and the Arts*, 13 (6).

<http://www.artsedsearch.org/summaries/creating-a-children%E2%80%99s-art-world-negotiating-participation-identity-and-meaning-in-the-elementary-school-art-room>

Seidel, S. (1999). Stand and Unfold Yourself. Report on the Shakespeare & Co. Summer Shakespeare Program. Chapter in E. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*. Washington DC: Arts Education Partnership and President's Committee on the Arts and Humanities, 79-90.

<http://www.artsedsearch.org/summaries/stand-and-unfold-yourself-report-on-the-shakespeare-co-summer-shakespeare-program>

Garrett, R., Dawson, K., Meiners, J., & Wrench, A. (2018). Creative and Body-based Learning: Redesigning Pedagogies in Mathematics. *Journal for Learning through the Arts*, 14(1).

<https://escholarship.org/uc/item/5396b47c#main>

Steele, J. S. (2017). Noncognitive Factors in an Elementary School-Wide Arts Integrated Model. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 12(1).

<http://www.artsedsearch.org/study/noncognitive-factors-in-an-elementary-school-wide-arts-integrated-model/>

<https://escholarship.org/uc/item/4611h6w3>

Duma, A. L., & Silverstein, L. B. (2014). Cross-Study Findings: A View into a Decade of Arts Integration. *Journal for Learning through the Arts*, 10(1).

<http://www.artsedsearch.org/summaries/cross-study-findings-a-view-into-a-decade-of-arts-integration>

Hille, A. & Schupp, J. (2013). How learning a musical instrument affects the development of skills. German Socio-Economic Panel Study 33.

<http://www.artsedsearch.org/summaries/how-learning-a-musical-instrument-affects-the-development-of-skills>

Costa-Giomi, E. (1999). The effects of three years of piano instruction on children's cognitive development. *Journal of Research in Music Education*. 47:3 198-212.

<http://www.artsedsearch.org/summaries/the-effects-of-three-years-of-piano-instruction-on-children%E2%80%99s-cognitive-development>

Korn, R. (2010). Educational research: The art of problem solving. New York: Solomon R. Guggenheim Museum Visitor Studies, Evaluation & Audience Research.

<http://www.artsedsearch.org/summaries/educational-research-the-art-of-problem-solving>