



# AUTHENTICITY: THEORY

## K20 IDEALS

### Works Cited

- Anderson, J. R. (1983). *The architecture of cognition*. Lawrence Erlbaum Associates.
- Atkinson, R. C., & Shiffrin, R. M. (1977). Human memory: A proposed system and its control processes. In G. Bower (Ed.), *Human memory: Basic control processes* (pp. 7–113). Academic Press. <https://doi.org/10.1016/b978-0-12-121050-2.50006-5>
- Ausubel, D. P. (2000). *The acquisition and retention of knowledge: A cognitive view*. Springer Science+Business Media. <https://doi.org/10.1007/978-94-015-9454-7>
- Beier, M. E., Kim, M. H., Saterbak, A., Leautaud, V., Bishnoi, S., & Gilberto, J. M. (2018). The effect of authentic project-based learning on attitudes and career aspirations in STEM. *Journal of Research in Science Teaching*, 56(1), 3–23. <https://doi.org/10.1002/tea.21465>
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. The National Academies Press.
- Chatterjee, S., Williamson, V. M., McCann, K., & Peck, M. L. (2009). Surveying students' attitudes and perceptions toward guided-inquiry and open-inquiry laboratories. *Journal of Chemical Education*, 86(12), 1,427.
- Colter, R., & Ulatowsky, J. (2017). The unexamined student is not worth teaching: Preparation, the zone of proximal development, and the Socratic model of scaffolded learning. *Educational Philosophy and Theory*, 49(14), 1,367–1,380.
- Darling-Hammond, L., Cantor, P., Hernández, L. E., Theokas, C., Schachner, A., Tijerina, E., & Plasencia, S. (2021). *Design Principles for Schools: Putting the Science of Learning and Development into Action*. Learning Policy Institute.
- De Backer, D., Van Keer, H., & Valke, M. (2016). Eliciting reciprocal peer-tutoring groups' metacognitive regulation through structuring and problematizing scaffolds. *The Journal of Experimental Education*, 84(4), 804–828. <https://doi.org/10.1080/00220973.2015.1134419>
- Dewey, J. (1966). *Democracy and Education: An Introduction to the Philosophy of Education*. Free Press
- Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, 20(1), 31–48. <https://doi.org/10.1177/1354067X13515934>
- Fox, R. (2001). Constructivism examined. *Oxford Review of Education*, 27(1), 23–35.
- Hammond, Z. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
- Jeter, G., Baber, J., Heddy, B., Wilson, S., Williams, L., Atkinson, L., Dean, S., & Garn, G. (2019). Students at the center: Insights and implications of authentic, 5E instruction in high school English language arts. *Frontiers in Education*, 4. <https://doi.org/10.3389/educ.2019.00091>
- Kelly, L. B., Wakefield, W., Caires-Hurley, J., Kganetso, L. W., Moses, L., & Baca, E. (2021). What is culturally informed literacy instruction? A review of research in P–5 contexts. *Journal of Literacy Research*, 53(1), 75–99. <https://doi.org/10.1177/1086296X20986602>
- Koomen, M. H., Rodriguez, E., Hoffman, A., Petersen, C., & Oberhauser, K. (2018). Authentic science with citizen science and student-driven science fair projects. *Science Education*, 102(3), 593–644. <https://doi.org/10.1002/sce.21335>
- Kranzfelder, P., Bankers-Fulbright, J. L., García-Ojeda, M. E., Melloy, M., Mohammed, S., & Warfa, A.-R. M. (2019). The classroom discourse observation protocol (CDOP): A quantitative method for characterizing teacher discourse moves in undergraduate stem learning environments. *PLOS ONE*, 14(7). <https://doi.org/10.1371/journal.pone.0219019>

- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2015). *Guided inquiry: Learning in the 21st century*. ABC-CLIO.
- Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39–81.
- Lee, E., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), 707–734. <https://doi.org/10.1007/s11423-015-9422-5>
- Ligozat, F., Lundqvist, E., & Amade-Escot, C. (2017). Analysing the continuity of teaching and learning in classroom actions: When the Joint Action Framework in Didactics meets the pragmatist approach to classroom discourses. *European Educational Research Journal*, 17(1), 147–169. <https://doi.org/10.1177/1474904117701923>
- Liu, Z., Grady, C., & Moscovitch, M. (2017). Effects of prior-knowledge on brain activation and connectivity during associative memory encoding. *Cerebral Cortex*, 27(3), 1,991–2,009.
- Manyukhina, Y., & Wyse, D. (2019). Learner agency and the curriculum: A critical realist perspective. *The Curriculum Journal*, 30(3), 223–243. <https://doi.org/10.1080/09585176.2019.1599973>
- Mariage, T. V., Winn, J., Tucker, N., & Elliott, R. (2019). Provide scaffolded supports. In J. McLeskey, L. Maheady, B. Billingsley, M. Brownell, & T. Lewis (Eds.), *High leverage practices for inclusive classrooms* (pp. 231–245). Routledge. <https://doi-org.ezproxy.lib.ou.edu/10.4324/9781003148609>
- Moses, L., Rylak, D., Reader, T., Hertz, C., & Ogden, M. (2020). Educators’ perspectives on supporting student agency. *Theory Into Practice*, 59(2), 213–222. <https://doi.org/10.1080/00405841.2019.1705106>
- Nachtigall, V., Shaffer, D. W., & Rummel, N. (2022). Stirring a secret sauce: A literature review on the conditions and effects of authentic learning. *Educational Psychology Review*, 34(3), 1,479–1,516. <https://doi.org/10.1007/s10648-022-09676-3>
- National Academies of Sciences, Engineering, and Medicine. (2018). *How people learn II: Learners, contexts, and cultures*. The National Academies Press. <https://doi.org/10.17226/24783>
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2020). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, 24(1), 6–36.
- Parsons, A. E., Heddy, B., Wilson, S. N., Williams, L. A., Atkinson, L. K., & Garn, G. A. (2021). Making ‘Brain Food’: Converting photosynthesis into a positive learning experience through authentic instruction. *Journal of Biological Education*, 55(3), 293–305. <https://doi.org/10.1080/00219266.2019.1682640>
- Piaget, J. (1972). *Psychology and epistemology: Towards a theory of knowledge* (P. A. Wells, Trans.). Penguin.
- Reeve, J., & Shin, S. H. (2020). How teachers can support students’ agentic engagement. *Theory Into Practice*, 59(2), 150–161. <https://doi.org/10.1080/00405841.2019.1702451>
- Schwartz, L., Adler, I., Madjar, N., & Zion, M. (2021). Rising to the challenge: The effect of individual and social metacognitive scaffolds on students’ expressions of autonomy and competence throughout an inquiry process. *Journal of Science Education and Technology*, 30(4), 582–593. <https://doi.org/10.1007/s10956-021-09905-4>
- Singer, A., Montgomery, G., & Schmoll, S. (2020). How to foster the formation of STEM Identity: Studying diversity in an authentic learning environment. *International Journal of STEM Education*, 7(1). <https://doi.org/10.1186/s40594-020-00254-z>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.