

Components of Authenticity: REAL-WORLD CONNECTIONS K20 IDEALS

Works Cited

- Bandura, A. (1989). Perceived self-efficacy in the exercise of personal agency. *The Psychologist: Bulletin of the British Psychological Society*, 2, 411–424.
- 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
- Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2018). Voices from urban classrooms: Teachers' perceptions on instructing diverse students and using culturally responsive teaching. *Education and Urban Society*, 50(8), 697–726. https://doi.org/10.1177/0013124517713820
- Burgin, S. R. (2020). A three-dimensional conceptualization of authentic inquiry-based practices: A reflective tool for science educators. *International Journal of Science Education*, 42(9), 1,465–1,484.
- Byrd, C. M. (2016). Does culturally relevant teaching work? An examination from student perspectives. *SAGE Open, 6*(3). https://doi.org/10.1177/2158244016660744
- Cantor, P., Osher, D., Berg, J., & Rose, T. (2019). Malleability, plasticity, and individuality: How children learn and develop in context. *Applied Developmental Science*, 23(4), 307–337.
- Darling-Aduana, J. (2021). Development and validation of a measure of authentic online work. *Educational Technology Research and Development, 69*(3), 1,729–1,752. https://doi.org/10.1007/s11423-021-10007-6
- 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.
- Dee, T. S., & Penner, E. K. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *American Educational Research Journal, 54*(1), 127–166.
- 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
- Kruse, J., Kent-Schneider, I., Voss, S., Zacharski, K., & Rockefeller, M. (2021). Investigating student nature of science views as reflections of authentic science. *Science & Education*, 30(5), 1,211–1,231. https:// doi.org/10.1007/s11191-021-00231-0
- 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
- Ornellas, A., Falkner, K., & Edman Stålbrandt, E. (2019). Enhancing graduates' employability skills through authentic learning approaches. *Higher Education, Skills and Work-Based Learning, 9*(1), 107– 120. https://doi.org/10.1108/heswbl-04-2018-0049
- 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.
- Petterson, M. N., Finkenstaedt-Quinn, S. A., Gere, A. R., & Shultz, G. V. (2022). The role of authentic contexts and social elements in supporting organic chemistry students' interactions with writing-to-learn assignments. *Chemistry Education Research and Practice*, 23(1), 189–205. https://doi. org/10.1039/d1rp00181g
- Roach, K., Tilley, E., & Mitchell, J. (2018). How authentic does authentic learning have to be? *Higher Education Pedagogies, 3*(1), 495–509. https://doi.org/10.1080/23752696.2018.1462099



- Schrum, K., Majury, N., & Simonelli, A. L. (2021). Authentic learning across disciplines and borders with scholarly digital storytelling. *Teaching & Learning Inquiry*, 9(2). https://doi.org/10.20343/ teachlearninqu.9.2.8
- 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
- Tanase, M. (2022). Culturally responsive teaching in urban secondary schools. *Education and Urban Society,* 54(4), 363–388.
- Tang, K.-S. (2017). Analyzing teachers' use of metadiscourse: The missing element in classroom discourse analysis. *Science Education*, 101(4), 548–583. https://doi.org/10.1002/sce.21275
- Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. Assessment & Evaluation in Higher Education, 43(5), 840–854. https://doi. org/10.1080/02602938.2017.1412396
- Wah, Y. L., & Nasri, N. B. M. (2019). A systematic review: The effect of culturally responsive pedagogy on student learning and achievement. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 588–596.

