
Reference List

Affective Neuroscience and the Classroom,

Christian Brothers High School Lewisham, April 26, 2016

1. Bechara, A., Damasio, H., Tranel, D., & Damasio, A. R. (1997). Deciding advantageously before knowing the advantageous strategy. *Science*, 275(5304), 1293-1295.
2. Bechara, A., Damasio, H., Tranel, D., & Damasio, A. R. (2005). The Iowa Gambling Task and the somatic marker hypothesis: some questions and answers. *Trends in cognitive sciences*, 9(4), 159-162.
3. Berridge, K. C., & Kringelbach, M. L. (2008). Affective neuroscience of pleasure: reward in humans and animals. *Psychopharmacology*, 199(3), 457-480.
4. Blood, A. J., & Zatorre, R. J. (2001). Intensely pleasurable responses to music correlate with activity in brain regions implicated in reward and emotion. *Proceedings of the National Academy of Sciences*, 98(20), 11818-11823.
5. Carini, R. M. (2012). Engagement in Learning *Encyclopedia of the Sciences of Learning* (pp. 1153-1156): Springer.
6. Charland, P., Léger, P.-M., Allaire-Duquette, G., & Gingras, G. (2013). *A neuroscientific perspective for assessing student engagement in e-learning*. Paper presented at the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education.
7. Csikszentmihalyi, M. (2013). *Flow: The psychology of happiness*: Random House.
8. Csikszentmihalyi, M. (2014a). Flow and Education *Applications of Flow in Human Development and Education* (pp. 129-151): Springer.



9. Csikszentmihalyi, M. (2014b). Learning, “flow,” and happiness *Applications of Flow in Human Development and Education* (pp. 153–172): Springer.
10. Csikszentmihalyi, M. (2014d). Toward a psychology of optimal experience *Flow and the Foundations of Positive Psychology* (pp. 209–226): Springer.
11. Csikszentmihalyi, M., & Wong, M. M.-h. (2014). Motivation and academic achievement: The effects of personality traits and the quality of experience *Applications of Flow in Human Development and Education* (pp. 437–465): Springer.
12. Damasio, A. (2008). *Descartes' error: Emotion, reason and the human brain*: Random House.
13. Decety, J., & Ickes, W. (2011). *The social neuroscience of empathy*: MIT Press.
14. Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? *Handbook of research on student engagement* (pp. 97–131): Springer.
15. Galán, F. C., & Beal, C. R. (2012). EEG estimates of engagement and cognitive workload predict math problem solving outcomes *User Modeling, Adaptation, and Personalization* (pp. 51–62): Springer.
16. Greene, J. D., Sommerville, R. B., Nystrom, L. E., Darley, J. M., & Cohen, J. D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science, 293*(5537), 2105–2108.
17. Haidt, J. (2001). The emotional dog and its rational tail: a social intuitionist approach to moral judgment. *Psychological review, 108*(4), 814.
18. Hattie, J., & Yates, G. C. (2013). *Visible learning and the science of how we learn*: Routledge.
19. Immordino-Yang, M. H., & Sylvan, L. (2010). Admiration for virtue: Neuroscientific perspectives on a motivating emotion. *Contemporary Educational Psychology, 35*(2), 110–115.
20. Immordino-Yang, M. H., & Faeth, M. (2010). The role of emotion and skilled intuition in learning. *Mind, brain, and education: Neuroscience implications for the classroom*, 69–83.
21. Immordino-Yang, M. H., & Fischer, K. W. (2010). Neuroscience bases of learning. *International encyclopedia of education, 3rd edition, section on learning and cognition*.
22. Immordino-Yang, M. H. (2008). The smoke around mirror neurons: Goals as sociocultural and emotional organizers of perception and action in learning. *Mind, brain, and education, 2*(2), 67–73.
23. Immordino-Yang, M. H. (2011). Implications of affective and social neuroscience for educational theory. *Educational Philosophy and Theory, 43*(1), 98–103.



24. Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, brain, and education*, 1(1), 3-10.
25. Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational psychologist*, 37(2), 91-105.
26. Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700.
27. Sakiz, G., Pape, S. J., & Hoy, A. W. (2012). Does perceived teacher affective support matter for middle school students in mathematics classrooms? *Journal of School Psychology*, 50(2), 235-255.
28. Van Geert, P., & Steenbeek, H. (2008). Brains and the dynamics of “wants” and “cans” in learning. *Mind, brain, and education*, 2(2), 62-66.
29. Winstone, N., Nash, R., Parker, M., & Rowntree, J. (2015). *Nurturing engagement with Feedback: Targeting multiple psychological processes for different types of learners*. Paper presented at the ELSIN 2015.
30. Wise, R. A. (2004). Dopamine, learning and motivation. *Nature reviews neuroscience*, 5(6), 483-494.

