References

- Anderson, R. (1990). Calliope's sisters: A comparative study of philosophies of art.
- Arnheim, R. (1954). Growth. *Art and visual perception*. Berkeley: University of Chicago Press.
- Englewood Cliffs, NJ: Prentice Hall.
- Barrett, T. (1994). Principles for interpreting art. Art Education, 47 (5), 8-13.
- Barrett, T. (1995). Lessons for teaching art criticism. Bloomington, In: ERIC:ART.
- Becker, H. S. (1982). *Art worlds*. Berkeley, CA: University of California Press.
- Belenky, M. F., Clinchy, B. M., Goldberg, N. R. & Tarule, J. M. (1997). Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.
- Benpechat, J. & Drago-Severson, E. (1999). Cross-national differences in academic achievement: Beyond ectic conceptions of children's understanding. *Review of Educational Research*, 69 (3), 287-314.
- Bereiter, C. (1995). A dispositional view of transfer. In *Teaching for Transfer: Fostering generalization in learning*, A. McKeough, J. Lupart, & A. Marini (Eds.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Blair, S. S., and Bloom, J. M. (2003). The mirage of Islamic art: Reflections on the study of an unwieldy field. *Art Bulletin*, 85(1). 153-184.
- Blake, K. (1994). Language and socialization in young African-American children. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 147-166), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bolin, P. E. (1996). "We are what we ask." *Art Education*, 49 (5), 6-10.
- Bruner, J. (1987). The transitional self. In J. Bruner & H. Haste (Eds.), *Making sense: A child's construction of the world* (pp. 81-96). London: Routledge.
- Bruner, J. & Haste, H. (1987). *Making sense: A child's construction of the world*. London: Routledge.
- Bush, S. (1983) Tsung Ping's Essay on Painting Landscape and "Landscape Buddhism" of Mount Lu. In S. Bush & C. Murick, C. (Ed), *Theories of the arts in China* (pp. 132-164). Princeton, NJ: Princeton University Press.
- Chalmers, F. G. (1996). *Celebrating pluralism: Art, education, and cultural diversity*. Los Angeles, J. Paul Getty Trust.
- Chalmers, G. (1999). Why focus on the common ground?. *Journal of Multicultural and Cross-Cultural Research in Art Education*, 17, 16-19.
- Charlesworth, W. (1996). Social-biological and ethological approaches to human development. In E. De Corte & F. E. Weinert (Ed.) *International encyclopedia of* developmental and instructional psychology (pp. 107-112), New York: Pergamon.
- Clark, G., Day, M. & Greer, D. (1987). Discipline-based art education: Becoming students of art. *Journal of Aesthetic Education*, 21(2), 129-193.
- Clover, F. (1995). *Contributions of gender and culture to aesthetic response*, doctoral dissertation, Tucson, AZ: University of Arizona.
- Clover, F. & Erickson, M. (1997). Art advocacy: What every educator should (but may not) understand about art. *School Arts*, 96(6), 42-43.
- Corte, E. R. & Weinert, F. E. (1996). *International encyclopedia of developmental and instructional psychology*. Tarrytown, NY: Pergamon.

- Costello, J. J. & English, R. W. (2001). The psychosocial development of college students with and without learning disabilities. Journal of Postsecondary Education and Disability, 15(1), 16-27.
- Cozby, P. C., Worden, P. E. & Kee, D. W. (1989). Research methods in human development.
 Mountain View, CA: Mayfield Publishing.
- Crockcroft, E. S. & Barnet-Sanchez, H. (1993). Signs from the heart: California Chicano murals. Venice CA: Social and Public Art Resource Center.
- Cummings, K. L. (2010). So what. Who cares? Whatever. Changing adolescents' attitudes in the art classroom. *Visual Arts Research*, *36*(1), 55-67.
- Delgado-Gaitan, C. (1994). Socializing young children in Mexican-American families: Intergenerational perspective. In P. M. Greenfield & R. R. Cocking (Ed.), Cross-cultural roots of minority child development. (pp. 55-86), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Damon, W. (1995). *Greater expectations: Overcoming the culture of indulgence in America's homes and schools*. New York: The Free Press.
- Danto, A. C. (1997). After the end of art: Contemporary art and the pale of history. Princeton, NJ: Princeton University Press.
- Danto, A. C. (1964). The art world. *Journal of Philosophy*, 61 (19), 571-131.
- Davis, J. & Gardner, H. (2000). Symbolic literacies: The developmental portrait research has produced. In R. S. Smith (Ed), *Readings in discipline-based art education: A literature of educational reform* (pp. 257-263), Reston, VA: National Art Education Association.
- Dawson, J. (1976). Cultural and physiological influences upon spatial perceptual processes in West Africa. *International Journal of Psychology*, 2, 115-128.
- Delacruz, E. M. (1999). Folk art as communal culture and art proper. *Art Education* (52) 4, 23-35.
- Dissanayake, E. (1988). What is art for? Seattle: University of Washington Press.
- Dickie, G. (1974). Art and aesthetics: An institutional analysis. Ithaca, NY: Cornell University Press.
- Dobbs, S.M. (1998). *Learning in and through art: A guide to discipline-based art education*. Los Angeles: J. Paul Getty Trust.
- Dunn, J. (1987. Understanding feelings: the early stages. In J. Bruner & H. Haste (Eds.), *Making sense: A child's construction of the world* (pp. 26-40). London: Routledge.
- Eaton, M. M. (1988). *Basic issues in aesthetics*. Belmont, CA: Wadsworth Publishing Company.
- Efland, A. D. (1990). A history of art education: Intellectual and social currents in teaching the visual arts. New York: Teachers College Press.
- Efland, A. D. (1996). The threefold curriculum and the arts. *Art Education*, 49 (5), 49-55.
- Egan, K. (1992). *Imagination in teaching and learning: The middle school years*. Chicago: the University of Chicago Press.
- Eisenberg, N. (1996). Development of prosocial behavior. In E. De Corte & F. E. Weinert (Ed.) *International encyclopedia of developmental and instructional psychology* (pp. 206-209), New York: Pergamon.
- Erickson, M. (1992). Lessons about art history and history in art. Bloomington, IN: ERIC:ART

- Erickson, M. (1995). Art historical understanding in early childhood. In C. M. Thompson (Ed.), *The Visual Arts and Early Childhood Learning* (pp. 63-66), Reston, VA: National Art Education Association.
- Erickson, M. (1995). Second grade students' developing art historical understanding, *Visual Arts Research*, 21 (41), 15-24.
- Erickson, M. (1995). A sequence of developing art historical understandings: Merging teaching, service, research, and curriculum development, *Art Education*, 48, (6), 23-37.
- Erickson, M. (1996). Sixth grade students' development of art historical understanding. In C. Henry (Ed.), *Middle school years: Issues of curriculum and instruction* (pp. 75-67) Reston, VA: National Art Education Association.
- Erickson, M. (1997). Transfer within and beyond DBAE: A cognitive exploration of research issues. *Visual Arts Research*, (23) 2, 43-51.
- Erickson, M. & Hales, L. (2014). Teen artists: Imp[act of a contemporary art museum. *Studies in Art Education*, *56*(1), 412-425.
- Erickson, M. & Young, B. (1996). Art advocacy: What every educator should (but maybe doesn't) know. *School Arts*, 96(2), 40-42.
- Eysenck, H. J. (1988). Personality and scientific aesthetics. In F. H. Farley & R. W. Neperud (eds.), *The foundation of aesthetics, art, & art education* (pp. 117-162). New York: Praeger.
- Feldman, D. H. (1999). *Beyond universals in cognitive development*, 2nd Ed., Norwood, NJ: Ablex Publishing Co.
- Feldman, D. H. (1987). Developmental psychology and art education: Two fields at the crossroads. In R. A Smith (Ed.), *Discipline-based art education: Origins, meaning, and development*. (pp. 243-259), Urbana and Chicago: University of Illinois Press.
- Flores-Turney, C. (1997) Howl: The artwork of Luis Jiménez. Albuquerque: New Mexico Magazine Press,
- Fong, W. C. (2003). Why Chinese painting is history. Art Bulletin, 85 (2). 254-280.
- Freedman, K. & Wood, J. (1999). Reconsidering critical response: Student judgments of purpose, interpretation, and relationships in visual culture. *Studies in Art Education*, 40 (2), 128-142.
- Graham, M. (2003). Responding to the demise of adolescent artmaking: Charting the course of adolescent development in the exceptional art classroom. *Studies in Art Education*, 44(2), 162-177.
- Griswold del Castillo, R., McKenna, T. & Yarbro-Bejarano, Y. (1991). *Chicano art:* Resistance and affirmation. Los Angeles: Wight Art Gallery, University of California.
- Haskell, R. E. (2001). *Transfer of learning: Cognition, instruction, and reasoning*. San Diego, CA: Academic Press.
- Hastie, H. (1987). Growing into roles. In J. Bruner & H. Haste (Eds.), *Making sense: A child's construction of the world* (pp. 163-196). London: Routledge.
- Hernández, E. (1998). Latina/Latino artists discussing their works: I, 1848/1898@1998"
 Transhistorical Thresholds, Arizona State University, December 10, 1998.
- Ho, D. Y. F. (1994). Cognitive socialization in Confucian heritage cultures. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 285-313), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Housen, A. (2000). Museums in an age of pluralism. In R. S. Smith (Ed), Readings in discipline-based art education: A literature of educational reform (pp. 280-286), Reston, VA: National Art Education Association.

- Hudson, W. (1960). Pictorial depth perception in sub-cultural groups in Africa. *The Journal of Social Psychology*, 52, 183-208.
- Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Goldstein, C. (1996). *Teaching art: Academies and schools from Vasari to Albers*. New York: Cambridge University Press.
- Greenfield, P. M. & Cocking R. R. (1994). *Cross-cultural roots of minority child development*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Hofer, B. & Pintrich, P. (1958). The development if epistemological theories: Beliefs about knowledge and knowing and their relation to learning. *Review of Educational Research*, 67 (1), 88-140.
- Joe, J. R. (1994). Revaluing Native-American concepts of development and education. In P. M. Greenfield & R. R. Cocking (Ed.), Cross-cultural roots of minority child development. (pp. 107-113), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Kaufman, C. (1993). Art and artists in Kwoma society. In R. L. Anderson & K. L. Field (Ed.), Art in small-scale societies: Contemporary readings (pp. 33-52). Englewood Cliffs, NJ: Prentice Hall.
- Keller, M. & Killen, M. (1996). Development of social cognition (pp. 304-306). In E. De Corte & F. E. Weinert (Ed.) *International encyclopedia of developmental and instructional* psychology (pp. 206-209, New York: Pergamon.
- Kellogg, R. (1970) Analyzing children's art. Ounatin, View, CA: Mayfield Publishing Company.
- Kim, U. & Choi, S. H. (1994). Individualism, collectivism, and child development. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 227-257), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Kindler, A. M. (1997). *Child development in art*. Reston, VA: National Art Education Association.
- King, P. M. & Kitchner, K. S. (1994). Developing reflective judgement: Understanding and promoting intellectual growth and critical thinking in adolescents and adults. San Francisco: Josey-Bass.
- Korosik, J. S. (1997). What potential do young people have to understand works of art? In A. M. Kindler (Ed.), *Child development in art* (pp. 143-163), Reston, VA: National Art Education Association.
- Kuhn, D. (1999). A developmental model of critical thinking. *Educational Researcher*, (2), 16-46.
- Lawal, B. (2001). *Aworan*: representing the self and its metaphysical other in Yoruba art. *Art Bulletin*, 83(3), 498-526).
- Lacky, L. M. (1993). Learning to be a potter in Acatlán. In R. L. Anderson & K. L. Field (Ed.), Art in small-scale societies: Contemporary readings (pp. 170-178). Englewood Cliffs, NJ: Prentice Hall.
- Lebra, T. S. (1994). Mother and child in Japanese socialization. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*.(pp. 259-274), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lowenfeld, V. & Brittain, W. L. (1987). Creative and mental growth. (8th Ed.). New York: Macmillan.

- Lowery, L. F. (1998). *The biological basis of thinking and learning*. (monograph) Berkeley, CA: Full Option Science System.
- Martin, C. L. & Levy, G. (1996). Gender roles. (pp. 239-243). In E. De Corte & F. E. Weinert (Ed.) *International encyclopedia of developmental and instructional psychology* (pp. 206-209, New York: Pergamon.
- Marini, A. & Genereux, R. (1995). The challenge of teaching for transfer. In A. McKeough,
 J. Lupart & A. Marini (Eds.) Teaching for transfer (pp. 1-19), Mahweh, NJ: Lawrence
 Erlbaum Associates.
- McNaughton, P. R (1993). In the field: Mande blacksmiths. In R. L. Anderson & K. L. Field (Ed.), Art in small-scale societies: Contemporary readings (pp. 3-8). Englewood Cliffs, NJ: Prentice Hall. Merritt, S. and DeGraff, J. (1996). The revisionary visionary: Leadership and the aesthetics of adaptability. Journal of Aesthetic Education, 30 (4), 69-85.
- Mead, S. M. (1993). Artmanship in the Stat Harbour region. In R. L. Anderson & K. L. Field (Ed.), Art in small-scale societies: Contemporary readings (pp. 187-202). Englewood Cliffs, NJ: Prentice Hall.
- Mercer, J. (2010). Exploring the processes of self-development encountered by adult returners to higher education: A lifespan psychology perspective. *Psychology Teaching Review*, 16(1), 24-26
- Merritt, s. & DeGraff, J. (1996). The revisionary visionary: Leadership and the aesthetics of adaptability. *Journal of Aesthetic Education*, *30* (4), 69-85.
- Mesa-Bains, A. (1995). The art of provocation: Works of Ester Hernández, Gorman, Museum, UC Davis: Davis, CA.
- Moroles, J. (1999). Fourth General Session, In <u>Keynote Addresses (pp. 28-34)</u>. National Art Washington, DC.: Education Association Conference.
- Mundy-Castel, A. (1966). Cross-cultural research in the perception of pictorial materials, *Psychological Bulletin*, 80 (2), 290-299.
- Muri, S. A. (1999). Folk art and outsider art: Acknowledging social justice issues in art education. *Art Education* (52) 4, 36-41.
- Newton, C. & Kantner, L. (1997). Cross-cultural research in aesthetic development: A review. In A. M. Kindler (Ed.), *Child development in art* (pp. 166-182), Reston, VA: National Art Education Association.
- Nochlin. L. (1988). Women, art, and power and other essays. New York: Harper and Row.
- Nsamenang, A. B. & Lamb, M. E. (1994). Socialization of Nso children in the Bamenda grassfields of northern Cameroon. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 133- 146), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Ogbu, J. U. (1994). From cultural differences to differences in cultural frame of reference. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 365-391), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Oloko. B. A. (1994). Children's street work in urban Nigeria: Dilemma of modernizing tradition. In P. M. Greenfield & R. R. Cocking (Ed.), Cross-cultural roots of minority child development. (pp. 197-224), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Parsons, M. J. & H. G. Blocker. (1993). *Aesthetics and Education*. Urbana and Chicago: University of Illinois Press.
- Parsons, M. J. (1987). How we understand art: A cognitive account of the development of aesthetic understanding. New York: Cambridge University Press.

- Perkins, D. N. (1994). *The intelligent eye: Learning to think by looking at art*. Santa Monica, CA: The J. Paul Getty Trust.
- Perkins, D. N. & Salomon, G. (1996). Learning transfer, (pp. 483-489). In E. De Corte & F.
 E. Weinert (Ed.) *International encyclopedia of developmental and instructional psychology* (pp. 206-209, New York: Pergamon.
- Perry, W. G. Jr. (1981). The modern American college: Responding to the new realities of diverse students in a changing society. San Francisco, Jossey-Bass Inc.
- Perry, W. G. Jr. (1999). Forms of intellectual and ethical development in the college years: A scheme. San Francisco, Jossey-Bass Inc.
- Prawat, R. S. (1989). Promoting access to knowledge, strategy, and disposition in students: A research synthesis. *Review of Educational Research*, 59 (91), 1-41.
- Rabain-Jamin, J. (1994). Language and socialization of the child in African families living in France. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 133-146), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Rogoff, B. (2007). The cultural nature of human development. *The General Psychologist*, 42(1), 4-7.
- Rosenshine, B., C. Meister, & S. Chapman. (1996). Teaching students to generate questions: A Review of the intervention studies. *Review of Educational Research*, 66 (2). 181-221.
- Rosenberg, H. S. (1987-88). Visual artists and imagery. Imagination, Cognition and Personality, 7(1), 77-3.
- Rubenstein, D. H. (1993). The social fabric: Micronesian textile patterns and social order. In R. L. Anderson & K. L. Field (Ed.), Art in small-scale societies: Contemporary readings (pp. 70-83). Englewood Cliffs, NJ: Prentice Hall.
- Rush, J. (2000). Aesthetic literacy. In R. S. Smith (Ed), *Readings in discipline-based art education: A literature of educational reform* (pp. 287-294), Reston, VA: National Art Education Association. 287-294.
- Saville, A. (1982). *The test of time: An essay in philosophical aesthetics*. New York: Oxford University Press.
- Short, G. (1996-1997). Incorporating art criticism into studio curriculum: Assessing understandings. Arts and Learning Research: The Journal of the Arts and Learning SIG: American Educational Research Association, 13 (1), 25-42.
- Short, G., Erickson, M. & Cunliffe, S. (1999). Valuing and conserving our built environment. In J. K. Guilfoil & A. R. Sandler (Eds.), *Built environment education in art education* (pp. 37-50), Reston, VA: National Art Education Association.
- Smith, R. S. (2000). Readings in discipline-based art education: A literature of educational reform. Reston, VA: 2000.
- Stavropoulos, C. (1996-1997). Primary, elementary, and secondary art students' cognitive functions: A norm-reference pilot study. *Arts and Learning Research: The Journal of the Arts and Learning SIG: American Educational Research Association*, 13 (1). 5-14.
- Stewart, M. G. (1997). *Thinking through aesthetics*. Worchester, MA: David Publications.
- Suina, J. H. & Smolkin, (1994). From Natal culture to dominant society culture: Supporting transitions for Pueblo Indian students. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-cultural roots of minority child development*. (pp. 115-130), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Tharp. R. G. (1994). Intergroup differences among Native Americans in socialization and child cognition: An ethnographic analysis. In P. M. Greenfield & R. R. Cocking (Ed.), *Cross-*

- cultural roots of minority child development. (pp. 87-105), Hillsdale, NJ: Lawrence Erlbaum Associates.
- Thompson, M. (1974). *African art in motion: Icon and action*. Berkeley: University of California Press.
- Wertsch. J. V. (1985). Vygotsky and the social formation of mind. Cambridge, MA: Harvard University Press.
- Winner, E. & Cooper, M. (2000). Mute those claims: No evidence (yet) for a causal link between arts study and academic achievement. *Journal of Aesthetic Education*, *34* (3-4), pp. 9-75.
- Wilson, B., Hurwitz, A, & Wilson, M. (1987). *Teaching drawing from art*. Worcester, MA: Davis Publications.
- Zeitz, C. M. & Glaser, R. (1996). Expert knowledge and performance. (pp. 505-511). In E. De Corte & F. E. Weinert (Ed.) *International encyclopedia of developmental and instructional psychology* (pp. 206-209, New York: Pergamon.