

References Workshop #3

- Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Penguin.
- Grissom, D., Kelchner, V., & Simões, D. (2025). *High five to thrive: 5 proven practices to unleash your passion for teaching*. Soro Publishing.
- Gruber, M. J., Gelman, B. D., & Ranganath, C. (2014). States of curiosity modulate hippocampus-dependent learning via the dopaminergic circuit. *Neuron*, 84(2), 486–496. <https://doi.org/10.1016/j.neuron.2014.08.060>
- Hill, P. L., Burrow, A. L., O'Dell, A. C., & Thornton, M. A. (2016). Classifying adolescents' conceptions of purpose. *Journal of Positive Psychology*, 11(6), 701–707.
- Howard-Jones, P., & Jay, T. (2016). Reward, learning and games: Lessons from neuroscience. *International Journal of Cognitive Technology*, 21(2), 73–77.
- Immordino-Yang, M. H. (2016). *Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience*. W. W. Norton.
- 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.
- Kennedy, K. (2023). *The Mind-Body Connection for Educators: Intentional Movement for Wellness*. John Wiley & Sons.
- King, K. P. (2011, November). Mind-body-spirit connections for student success in higher education. In *Proceedings of the First Internal Conference on Eastern Religions and Indigenous Perspectives on Sustainability and Conflict Resolution*, Tampa, FL.
- Leaf, C. (2021). *Cleaning up your mental mess: 5 simple steps to reduce anxiety, stress, and toxic thoughts*. Baker Books.
- Marian, V., & Shook, A. (2012). The cognitive benefits of being bilingual. *Cerebrum*, 2012, 13.

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. HarperCollins Leadership.

McDermott, D., & Snyder, C. R. (1999). *Making hope happen: A workbook for turning possibilities into reality*. New Harbinger Publications. McKinsey & Company. (2022, April 14). K-12 teachers are quitting. What would make them stay? <https://www.mckinsey.com/industries/education/our-insights/k-12-teachers-are-quitting-what-would-make-them-stay>

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

National Center for Education Statistics. (2023, December 13). Press release. https://nces.ed.gov/whatsnew/press_releases/12_13_2023.asp

National Education Association. (2022, February 1). Survey: Alarming number of educators may soon leave the profession. <https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession>

Peck, D. (2024, January 11). Teacher burnout statistics: Why teachers quit in 2024. Peck Consulting, LLC. <https://www.devlinpeck.com/content/teacher-burnout-statistics>

Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>

Pekrun, R. (2024). Control-value theory: From achievement emotion to a general theory of human emotions. *Educational Psychology Review*, 36, 83. <https://doi.org/10.1007/s10648-024-09909-7>

Rich, J. (2021). *Beyond the box*. Insightful Publications.

Rohn, J. (n.d.). *The Art of Exceptional Living*. Nightingale-Conant Corporation.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.

Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9(1), 1–28. Schonert-Reichl, B., & Frick, J. E. (2015). Mindfulness and self-compassion-based interventions in schools: A

- review. *Clinical Psychology Review*, 35, 38-55.
- Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19(4), 460–475.
- Sinek, S. (2009). *Start with why*. Portfolio.
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., ... & Harney, P. (1991). The will and the ways: development and validation of an individual-differences measure of hope. *Journal of personality and social psychology*, 60(4), 570.
- Steger, M. F. (2017). Creating meaning and purpose at work. In L. van Zyl & S. Rothmann (Eds.), *Theoretical approaches to multi-cultural positive psychological interventions* (pp. 1–xx). Springer. [Chapter citation completed as best possible with limited details]
- Thomas, M. S. C., Ansari, D., & Knowland, V. C. P. (2018). Annual research review: Educational neuroscience: Progress and prospects. *Journal of Child Psychology and Psychiatry*, 59(4), 412–431.
<https://doi.org/10.1111/jcpp.12864>
- Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.
- Zosh, J. M., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., Solis, S. L., & Whitebread, D. (2017). *Learning through play: A review of the evidence*. The LEGO Foundation.