

REFERENCES

- Adoniou, M. (2013). Drawing to support writing development in English language learners. *Language and Education*, 27(3), 261–77. <https://doi.org/10.1080/09500782.2012.704047>
- Barber, P. H., Hayes, T. B., Johnson, T. L., & Márquez-Magaña, L. (2020). Systemic racism in higher education. *Science*, 369(6510), 1440–1441. <https://doi.org/10.1126/science.abd7140>
- Bybee, R. M. (1997). *Achieving scientific literacy: From purposes to practices*. NH: Heinemann.
- Canfield, M. R. (Ed.). (2011). *Field notes on science & nature*. MA: Harvard University Press.
- Carrier, C. A., & Titus, A. (1979). The effects of notetaking: A review of studies. *Contemporary Educational Psychology*, 4(4), 299–314. [https://doi.org/10.1016/0361-476X\(79\)90050-X](https://doi.org/10.1016/0361-476X(79)90050-X)
- Defeyter, M. A., Russo, R., & McPartlin, P. L. (2009). The picture superiority effect in recognition memory: A developmental study using the response signal procedure. *Cognitive Development*, 24(3), 265–273.
- Dweck, C. S. (2007). *Mindset: The new psychology of success*. NY: Ballantine Books.
- Fernandes, M. A., Wammes, J. D., & Meade, M. E. (2018). The surprisingly powerful influence of drawing on memory. *Current Directions in Psychological Science*, 27(5), 302–308. <https://doi.org/10.1177/0963721418755385>
- Fulton, L., & Campbell, B. (2003). *Science notebooks: Writing about inquiry*. NH: Heinemann.
- Fulton, L., & Campbell, B. (2004). Student-centered notebooks. *Science and Children*, 42(3), 26–29.
- Goodwin, B., & Miller, K. (2012). Good feedback is targeted, specific, timely. *Educational Leadership*, 70(1), 82–93.
- Hammond, Z. (2014). *Culturally responsive teaching & the brain*. CA: Corwin: A Sage Publication.
- Howard, V. A. (Ed.). *Varieties of thinking: Essays from Harvard's Philosophy of Education Research Center*. NY: Routledge.
- Laws, J. M. (2016). *The Laws guide to nature drawing and journaling*. CA: Heyday Books.
- Laws, J. M., & Lygren, E. (2020). *How to teach nature journaling*. CA: Heyday Books.
- Lawson, A. E. (1995). *Science teaching and the development of thinking*. CA: Wadsworth Publishing Company.
- Leslie, C. W. (1995). *Nature drawing: A tool for learning*. IA: Kendall Hunt Publishing Company.
- Meade, M. E., Wammes, J. D., & Fernandes, M. A. (2018). Drawing as an encoding tool: Memorial benefits in younger and older adults. *Experimental Aging Research*, 44(5), 369–96. <https://doi.org/10.1080/0361073X.2018.1521432>
- Menary, R. A. (2007). Writing as thinking. *Language Sciences*, 29(5), 621–32. <https://doi.org/10.1016/j.langsci.2007.01.005>



- Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33–52. <https://doi.org/10.1037/0022-3514.75.1.33>
- Museum of Vertebrate Zoology. (2015). Field notes archives. University of California, Berkeley. <https://mvzarchives.wordpress.com/tag/field-notes/>
- Paepcke-Hjeltness, V., & Lu, T. (2018). Design for visual empowerment: Sketchnoting, breaking the rules. International Design Conference. https://www.idsa.org/sites/default/files/FINAL_D4VisualEmpowerment.pdf
- Piff, P. K., Dietze, P., Feinberg, M., Stancato, D. M., & Keltner, D. (2015). Awe, the small self, and prosocial behavior. *Journal of Personality and Social Psychology*, 108(6), 883–99. <https://doi.org/10.1037/pspi0000018>
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>
- Wammes, J. D., Meade, M. E., & Fernandes, M. A. (2016). The drawing effect: Evidence for reliable and robust memory benefits in free recall. *Quarterly Journal of Experimental Psychology*, 69(9), 1752–76. <https://doi.org/10.1080/17470218.2015.1094494>
- Wammes, J. D., Meade, M. E., & Fernandes, M. A. (2018). Creating a recollection-based memory through drawing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 44(5), 734–51. <https://doi.org/10.1037/xlm0000445>
- Zentall, S. R., & Morris, B. J. (2010). Good job, you're so smart: The effects of inconsistency of praise type on young children's motivation. *Journal of Experimental Child Psychology*, 107(2), 155–63. <https://doi.org/10.1016/j.jecp.2010.04.015>