

Sources Consulted for Teaching Ninja 2020

Candice Benjes-Small and Susan Van Patten

- Betts, K., Miller, M., Tokuhama-Espinosa, T., Shewokis, P., Anderson, A., Borja, C., Galoyan, T., Delaney, B., Eigenauer, J., & Dekker, S. (2019). *International report: Neuromyths and evidence-based practices in higher education*. Online Learning Consortium: Newburyport, MA.
- Callender, A. A., & McDaniel, M. A. (2009). The limited benefits of rereading educational texts. *Contemporary Educational Psychology, 34*(1), 30-41.
- Crede, M., & Tynan, M. C. (2016). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology, 113*(3), 492-511.
- Ehri, L. C., Nunes, S. R., & Stahl, S. A. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research, 71*(3), 393-447.
- Howard-Jones, P. A. (2014). Neuroscience and education: Myths and messages. *Neuroscience, 15*, 817-824.
- Jauregui, J., Watsjold, B., Welsh, L., Ilgen, J., & Robins, L. (2020). Generational 'othering': The myth of the Millennial learner. *Medical Education, 54*(1), 60-65.
- Joel, D., Berman, Z., Tabor, I., Wexler, N., Gaber, O., Stein, Y., Shefi, N., Pool, J., Urchs, S., Margulies, D. S., Liem, F., Hanggi, J., Jancke, L., & Assaf, Y. (2015). Sex beyond the genitalia: The human brain mosaic. *Proceedings of the National Academy of Sciences, 112*(50) 15468-15473.
- Jones, C., and Shao, B. (2011). *The net generation and digital natives: Implications for higher education*. New York, NY: Higher Education Academy.
- Kirschner, P. A., & De Bruyckere, P. (2017). The myths of the digital native and the multitasker. *Teaching and Teacher Education, 67*, 135-142.
- Lindau, M., Almkvist, O., & Mohammed, A. H. (2016). Effects of stress on learning and memory. In G. Fink (Ed.), *Stress: Concepts, cognition, emotion, and behavior* (pp. 153- 160). Cambridge, MA: Academic Press.
- Oreopoulos, P., & Petronijevic, U. (2019). The remarkable unresponsiveness of college students to nudging and what we can learn from it. *NBER Working Paper Series*.
- Quinn, C. N. (2018). *Millennials, goldfish and other training misconceptions: Debunking learning myths and superstitions*. Alexandria, VA: ATD Press.

Smolen, P., Zhang, Y., & Byrne, J. H. (2016). The right time to learn: Mechanisms and optimization of spaced learning. *Nature Reviews Neuroscience*, 17(2), 77

Suggate, S. P. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension. *Journal of Learning Disabilities*, 49(1), 77-96.