

Bibliography

- Birsh, J.R. (1999). *Multisensory Teaching of Basic Language Skills*. Baltimore: Paul H. Brookes Publishing Co.
- Bourgeois, E. & Nizet, J. (1997). *Apprentissage et Formation des Adultes*. Paris: PUF.
- Brinke L.F., Bolandzadeh N., Nagamatsu L.S. ym. (2015). Aerobic exercise increases hippocampal volume in older women with probable mild cognitive impairment: a 6-month randomised controlled trial. *Br J Sports Med* 49 (4): 248-254. doi: 10.1136/bjsports-2013-093184.
- Bruer, J.T. (2016). Where is Educational Neuroscience? *Educational Neuroscience* 1: 1-12. doi.org/10.1177/2377616115618036.
- Buischool, B.J., Broek, S.D., van Lakerveld, J.A., Zarifis, G.K. & Osborne, M. (2010). Key competences for adult learning professionals: contribution to the development of a reference framework of key competences for adult learning professionals. Project Report. Research voor Beleid, Zoetermeer, Netherlands.
- Chung, J. S. (2019). *Educational Neuroscience for Adult Education Students in the U.S. and Maine*. Master of Arts in Teaching. MA TESOL Collection. 741. Saatavilla https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1746&context=ipp_collection
- De Brookfield, S. (1986). *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. Buckingham: Open University Press.
- Fiske, S.T. (2004). *Social Beings: Core Motives in Social Psychology*. 3. painos. Wiley.
- Guimbretière, E. (2014). Introduction : La voix de l'enseignant. In M. Tellier, L. Cadet (toim.), *Le corps et la voix de l'enseignant. Théorie et pratique*. Éditions Maison des Langues.
- Haggart, P. & Johnson, H. (2003). Experiences of voluntary actions. *Conscious Stud.* 10, 72-84.
- Hanich, L.B & Deemer, S. (2005). The Relevance of Educational Psychology in Teacher Education Programs. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 78 (5), 189-191.
- Hofstede, G. (2011). Dimensionalizing cultures: the Hofstede Model in context. *Online Readings in Psychology and Culture* 2 (1). <https://doi.org/10.9707/2307-0919.1014>.
- James, W. B. & Blank, W. E. (1993). Review and critique of available learning style instruments for adults. Teoksessa D.D. Flannery (toim.), *Applying Cognitive Learning Theory to Adult Learning* (pp. 47-58). New directions for Adult and Continuing Education No 59. San Francisco, CA: Jossey-Bass.
- Jarvis, P. (2006). *Towards a Comprehensive Theory of Human Learning*. Abingdon: Routledge.
- Jones, E. & Pittman, T. (1982). Toward a general theory of strategic self-presentation. Teoksessa J. Suis (toim.), *Psychological Perspectives on the Self* (Vol. 1) (pp. 231-262). Hillsdale, NJ. Erlbaum.
- Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.
- Moulin, J. F. (2004). Le discours silencieux du corps enseignant. La communication non verbale du maître dans les pratiques de classe. *Carrefours de l'éducation* 17: 142-159. <https://doi.org/10.3917/cdle.017.0142>.
- Mutta, M., Peltonen, P., Lefebvre, A., Nyikos, J. Hackl, V. & Varhegyi, V. (2018). Kielen ja luku- ja kirjoitustaidon opetus taiteen avulla. Metodologinen ja teoreettinen viitekehys sekä opetusmenetelmä. [Käännös P. Peltonen, M. Mutta, H.-M. Ratinen & I.-M. Niskajärvi.] <http://www.lali-project.eu/finnish/#1fi>
- Myrén, S. (2015). *Foreign Language in Multisensory Space*. Saatavilla https://www.researchgate.net/profile/Sari_Myreen/publication/320041536_Foreign_Language_Learning_in_the_Multisensory_Space/links/5a0053594585159634b730c3/Foreign-Language-Learning-in-the-Multisensory-Space.pdf.
- OEDE (2007). *Comprendre le cerveau: naissance d'une science de l'apprentissage – Centre pour la recherche et l'innovation dans l'enseignement*. Paris: Les Éditions de l'OCDE.
- OECD (2019). *Getting Skills Right: Engaging low-skilled adults in learning*. (www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf).
- Récopé, M., Rix-Lièvre, G., Fache, H. & Boyer, S. (2013). La sensibilité à, organisatrice de l'expérience vécue. Teoksessa L. Albarello, J.-M. Barbier, E. Bourgeois & M. Durand (toim.), *Expérience, activité, apprentissage* (pp.111-133). Paris: PUF.
- Rosler, R. (2014). Clases cerebralmente amigables para que sus alumnos recuerden lo que usted les enseña (primera parte). Saatavilla <https://asociacioneducar.com/clases-cerebralmente-amigables-1>. (Luettu 14.2.2020)
- Schlenker, B. R. (2003). Self-Presentation. Teoksessa M. R. Leary & J. P. Tangney (toim.), *Handbook of Self and Identity* (pp. 492-518). New York: The Guilford Press.
- Shearer, C. B. (2009). *The MIDAS handbook of multiple intelligences in the classroom*. Uusittu painos. Kent, OH: Multiple Intelligences Research and Consulting Inc.

- Silver, H.F., Strong, R.W. & Perini, M. J. (2000). So each may learn: Integrating learning styles and multiple intelligence. Alexandria, VA : Association for Supervision & Curriculum Deve.
- Sutton, R. E. (2005). Teachers' emotions and classroom effectiveness: implications from recent research. The Clearing House 78 (5), The Relevance of Educational Psychology to Teacher Education (May - Jun., 2005): 229-234.
- Turkki, H. (1997). Opiskelun koettu mielekkyys ammatillisessa täydennyskoulutuksessa. „Filosofian opettaminen lukiossa“-kurssi tapausesimerkinä. Kasvatustieteen laitoksen pro gradu -tutkielma. Jyväskylä: Jyväskylän yliopisto.
- Tyng, C. M., Amin H. U., Saad M. N. M., Malik A. S. (2017). The influences of emotions on learning and memory. *Frontiers in Psychology*, 8, 1454. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01454/full>
- Weber, A. & Varela, F. J. (2002). Life after Kant: Natural purposes and the autopoietic foundations of biological individuality. *Phenomenology and the Cognitive Sciences* 1: 97-125.
- Wilson, L. O. (1994). Every Child, Whole Child: Classroom Activities for unleashing Natural Abilities. – Classroom Activities for Unleashing Natural Abilities. Tucson, AZ: Zephyr Press.
- Muita linkkejä
Fleming, N. D. (2020). The VARK Questionnaire version 8.01. Saatavana <https://vark-learn.com/> (Luettu 22.2.2020)
- Wilson, L. O. Kotisivu <https://thesecondprinciple.com/teaching-essentials/> (Luettu 14.2.2020)
- <https://www.tecweb.org/styles/gardner.html>. From „The Distance Learning Technology Resource Guide,“ by Carla Lane (Luettu 14.2.2020)
- <https://visme.co/blog/8-learning-styles/> Written by Nayomi Chibana (Luettu 14.2.2020)
- <https://usoecd.usmission.gov/our-relationship/about-the-oecd/what-is-the-oecd/> (Luettu 14.2.2020)



www.lali-project.eu

Partners:



élan interculturel

www.elaninterculturel.com



de l'art et d'autre

stand129

www.stand129.at



Turun yliopisto
University of Turku

www.utu.fi/en



inf.uni-sopron.hu



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.