

References

Gute & Gute, ISSO Keynote 2022

Follow us at TheFlowChannel.com & on Facebook @TheFlowChannelOfficial

- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. HarperPerennial.
- Csikszentmihalyi, M. (1997). *Creativity: The psychology of discovery and invention*. HarperPerennial.
- Gute, D., & Gute, G. (2008). Flow writing in the liberal arts core and across the disciplines: A vehicle for confronting and transforming academic disengagement. *The Journal of General Education*, 57, 191-222. [https://doi: 10.1353/jge.0.0026](https://doi.org/10.1353/jge.0.0026)
- Gute, D., & Gute, G. (2015). How creativity works in the brain: Insights from a Santa Fe Institute working group. National Endowment for the Arts: Washington, DC.
- Gute, G., Gute, D., & Csikszentmihalyi, M. (2016). Assessing psychological complexity in highly creative persons: The case of jazz pianist and composer Oscar Peterson. *Journal of Genius and Eminence*, 1, 16-27.
- Gute, G., Gute, D., Nakamura, J., & Csikszentmihalyi (2008). The early lives of highly creative persons: The influence of the complex family. *Creativity Research Journal*, 20, 343-357. doi:10.1080/10400410802391207
- Huskey, R., Keene, J. R., Wilcox, S., & Gong, X. (Jason), Adams, R., & Najera, C. J. (2022). Flexible and Modular Brain Network Dynamics Characterize Flow Experiences During Media Use: A Functional Magnetic Resonance Imaging Study. *Journal of Communication*, 72(1), 6–32. <https://doi.org/10.1093/joc/jqab044>
- Kotler, S. (2021). *The art of impossible: A peak performance primer*. HarperCollins.
- Lee, E. (2007). The relationship of motivation and flow experience to academic procrastination in university students. *Journal of Genetic Psychology*, 166, 5-15.
- Leroy, S. (2009). Why is it so hard to do my work? The challenge of attention residue when switching between work tasks. *Organizational Behavior and Human Decision Processes*, 109(2), 168-181. <https://doi.org/10.1016/j.obhdp.2009.04.002>
- Sherhoff, D. J., & Anderson, B. (2014). Enacting Flow and Student Engagement in the College Classroom. In A.C. Parks & S. M. Schueller (Eds.), *The Wiley Blackwell Handbook of Positive Psychological Interventions* (pp. 194-212. West Sussex, UK: Wiley Blackwell.

- Sherhoff, D. J., Csikszentmihalyi, M., Shneider, B., & Sherhoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly, 18*(2), 158-176. <https://doi:10.1521/scpq.18.2.158.21860>
- Sherhoff, D. J. & Csikszentmihalyi, M. (2009). Flow in Schools: Cultivating engaged learners and optimal learning environments. In R. Gilman & M. J. Furlong (Eds.), *Handbook of Positive Psychology in Schools* (pp. 131-145). New York: Routledge.
- Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science, 23*, 72-82.
- Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research, 81*, 267-301.