Public Abstract

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This mixed methods research utilized Action Based Learning Theory on a population of undergraduate college-aged students to determine if movement breaks in a predominately lecture-style college class affected a student's ability to demonstrate learning. Four professors from various disciplines, each teaching two sections of the same predominantly lecture-style classes, participated in this 16-week study. Each professor had one section considered a control group and one section considered a treatment group. Quantitative data were collected by comparing final grade percentages between the control and treatment groups. Control groups received periodic review breaks and treatment groups participated in circulation inducing activity breaks. Two sets of the four professors' classes were statistically significant ($t(19) = -2.358, p = .029$; $t(25) = -2.488, p = .020$). Qualitative data were collected from interviews with participating professors. Three themes were noted as indicative of creating a more conducive learning environment: (a) incorporating the movement breaks in the classroom, (b) student gains or losses via creation of community and camaraderie, and (c) student gains or losses via reduction of anxiety.