

# MOVEMENT AND LEARNING IN LECTURE CLASSROOMS

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## ABSTRACT

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.