### Overview of Article

<table>
<thead>
<tr>
<th>Measure</th>
<th>Results</th>
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<tr>
<td><strong>1. Positive Psychology course</strong> Impact of keeping a blog to record</td>
<td>Students scored the quality of the course and instructor significantly higher compared to a previous non-intervention course. Six months after the course, students continued to use the Three Good Things exercise, but did not always record it; half said that they used the strengths</td>
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<td>experience of engaging in three personal interventions (three good</td>
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<td>things; signature strengths; gratitude letter) in a positive psychology</td>
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<td>course.</td>
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<td><strong>2. Five graduating classes</strong> Students' perceived impact of depth</td>
<td>Both depth and breadth lead to learning gains like a broad general education, and writing clearly and effectively but only depth was associated with higher order thinking like synthesis and</td>
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<td>(time commitment) and breadth (number of different experiences) of</td>
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<td>experiential learning activities. Coker, J. S., Heiser, E., Taylor, L.,</td>
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<td><strong>3. Cognitive Psychology course</strong> Impact of using lecture/readings and</td>
<td>Students in the reading and demonstration group reported higher overall enjoyment of the course and more learning than the read-only group, but there was actually a cost, rather than benefit, in their learning.</td>
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<td>30 minute computer demonstration (outside of class time) vs. only</td>
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<td>Computer-Based Demonstrations in Cognitive Psychology: Benefits and Cost.</td>
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<td><em>Teaching of Psychology</em>, 37, 141-145.</td>
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<td><strong>4. Psychology statistics course</strong> Impact of preferences for group</td>
<td>Students performed better in the course if they indicated preferring group work and had lower levels of anxiety about statistics.</td>
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<td>work and level of anxiety about statistics in students engaging in</td>
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<td>collaborative group work (problem sets, conceptual questions). Gorvine,</td>
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<td>statistics course emphasizing collaborative learning. *Teaching of</td>
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<td>Psychology*, 42(1), 56-59.</td>
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<td><strong>5. Cognitive Psychology course</strong> Impact of a small group assignment:</td>
<td>Behavioral and attitudinal shifts that point to increased awareness of environmental sustainability and a decrease in ecological footprint.</td>
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<td>developing a plan for a Public Service Announcement (PSA) related to</td>
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<td>Cognitive Psychology: Using Public Service Announcements for Education</td>
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<td><strong>6. Marketing course</strong> Impact of engaging in two experiential activities</td>
<td>Students who engaged in two activities performed better on both types of exam questions. But based on overall performance, low or moderate performing students showed an increase in definitional knowledge, while medium and high overall performing student showed an increase in non-definitional knowledge.</td>
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<td>vs. only one experiential activity Hamer, J. (2000). The Additive Effects</td>
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<td>of Semi structured Classroom Activities on Student Learning: An</td>
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<td>Application of Classroom-Based Experiential Learning Techniques. *Journal</td>
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<td>of Marketing Education*, 22(1), 25-34.</td>
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### Summary of annotated bibliography on the benefits of experiential education

- **1. Positive Psychology course**
  - Measure: Students' feedback to a course evaluation and follow-up questions six months after the course.
  - Results: Students scored the quality of the course and instructor significantly higher compared to a previous non-intervention course. Six months after the course, students continued to use the Three Good Things exercise, but did not always record it; half said that they used the strengths.

- **2. Five graduating classes**
  - Measure: Students' NSSE responses and their for-credit and not-for-credit experience transcripts.
  - Finding: Both depth and breadth lead to learning gains like a broad general education, and writing clearly and effectively but only depth was associated with higher order thinking like synthesis and.

- **3. Cognitive Psychology course**
  - Measure: Performance on essay, quiz, exam, and students' reported enjoyment of the course.
  - Finding: Students in the reading and demonstration group reported higher overall enjoyment of the course and more learning than the read-only group, but there was actually a cost, rather than benefit, in their learning.

- **4. Psychology statistics course**
  - Measure: Overall course grades; questionnaire on feelings towards group work and statistics.
  - Finding: Students performed better in the course if they indicated preferring group work and had lower levels of anxiety about statistics.

- **5. Cognitive Psychology course**
  - Measure: Ecological footprint measure; environmental values and attitudes scale.
  - Finding: Behavioral and attitudinal shifts that point to increased awareness of environmental sustainability and a decrease in ecological footprint.

- **6. Marketing course**
  - Measure: Performance on definitional (i.e. recall) and non-definitional (i.e. higher order) questions on an exam.
  - Finding: Students who engaged in two activities performed better on both types of exam questions. But based on overall performance, low or moderate performing students showed an increase in definitional knowledge, while medium and high overall performing student showed an increase in non-definitional knowledge.
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<tr>
<th>Measure and Results</th>
<th>Measure</th>
<th>Finding</th>
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<td><strong>7. Introduction to Psychology course</strong></td>
<td>Impact of active learning (in-class activities, demonstrations, mastery quizzes, peer mentors) and online activities (software, online discussion) vs. a traditional lecture.</td>
<td>Performance on tests and exams, and students' rating of the quality of the professor.</td>
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<td>Finding: There were no differences in students' rating of the professor but students in the redesigned sections performed better than those in the traditional section on all measured performance data, including overall performance, success, and retention.</td>
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<td><strong>8. Politics of Development course</strong></td>
<td>Instructor's perspectives on engaging students in a version of the entire research process from ethics, to conducting interviews, to presenting findings.</td>
<td>Instructor's observations</td>
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<td></td>
<td>Finding: The instructor also noted that the assignment catalyzed deep understanding, and helped students to: identify gaps in literature; situate individuals and organizations in a larger context, and to examine the concepts of legitimacy and expertise.</td>
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<td><strong>9. Large Introduction to Psychology course</strong></td>
<td>Impact of lecture and seven small online assignments related to stages of the research process vs. a traditional lecture</td>
<td>Performance on quizzes</td>
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<td>Finding: Students in the intervention section scored significantly higher in the research methods quiz compared to students in the control section taught by the same instructor, and in the sections taught by different instructors who also did not include an intervention.</td>
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<td><strong>10. Psychology course</strong></td>
<td>Impact of using traditional lecture and active learning (worksheets, board games, discussions) vs. only lecture.</td>
<td>Performance on test (higher level thinking)</td>
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<td>Finding: Participants who engaged in active learning scored significantly higher on the higher level test questions, but there was no difference on the lower level thinking questions.</td>
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<td><strong>11. Sociology Course</strong></td>
<td>Insight and perspectives on short-term experiential exercises (unobtrusive observation; field trips; participant observations) in sociology courses.</td>
<td>Feedback from students and instructors</td>
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<td>Finding: Instructors reported benefits (methodological and pedagogical; helping students understand abstract concepts and feeling more excited about the material, etc.), but noted drawbacks (time constraints; students' level of seriousness; answers lacking analytical descriptions and deep understanding).</td>
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<td><strong>12. Psychology of Women course</strong></td>
<td>Impact of active learning techniques (group discussions, simulations, demonstrations, video and discussion*) vs. only traditional lecture (with some aides) on exam performance.</td>
<td>Performance on exam.</td>
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<td>Finding: Students scored higher on items testing material presented through active learning compared to just lecturing, autonomous readings, or videos (in this case, videos without discussion).</td>
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