Summary of annotated bibliography on the benefits of experiential education

Overview of Article	Measure and Results
1. Positive Psychology course Impact of keeping a blog to record experience of engaging in three personal interventions (three good things; signature strengths; gratitude letter) in a positive psychology course. Bridges, R.K., Harnish, R.J. & Sillman, D. (2012). Teaching undergraduate positive psychology: an active learning approach using student blogs. *Psychology Learning and Teaching* , 11(2), 228-237.	**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 Students' perceived impact of depth (time commitment) and breadth (number of different experiences) of experiential learning activities. Coker, J. S., Heiser, E., Taylor, L., & Book, C. (2016). Impacts of Experiential Learning Depth and Breadth on Student Outcomes. *Journal of Experiential Education* , 40(1), 5–23.	**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 Impact of using lecture/readings and 30 minute computer demonstration (outside of class time) **vs**. only lecture/readings. Copeland, D.E., Scott, J.R. & Ashton Houska, J. (2010). Computer-Based Demonstrations in Cognitive Psychology: Benefits and Cost. *Teaching of Psychology* , 37, 141-145.	**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 Impact of preferences for group work and level of anxiety about statistics in students engaging in collaborative group work (problem sets, conceptual questions). Gorvine, B.J. & Smith, D.H. (2014). Predicting student success in a psychological statistics course emphasizing collaborative learning. *Teaching of Psychology* , 42(1), 56-59.	**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 Impact of a small group assignment: developing a plan for a Public Service Announcement (PSA) related to environmental sustainability. Hager, L. (2011).Tools for Teaching Cognitive Psychology: Using Public Service Announcements for Education on Environmental Sustainability. *Teaching of Psychology* , 38(3), 162-165.	**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 Impact of engaging in two experiential activities **vs.** only one experiential activity Hamer, J. (2000). The Additive Effects of Semi structured Classroom Activities on Student Learning: An Application of Classroom-Based Experiential Learning Techniques. *Journal of Marketing Education* , 22(1), 25-34.	**Measure** Performance on definitional (i.e. recall) and non-definitional (i.e. higher order) questions on an **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.

Overview of Article	Measure and Results
7. Introduction to Psychology course Impact of active learning (in-class activities, demonstrations, mastery quizzes, peer mentors) and online activities (software, online discussion) **vs.** a traditional lecture. Karafantis, D.M. & Lapadula, M. (2011). Incorporating Active Learning Techniques in an Introduction to Psychology Course. *Psychology Learning & Teaching*, 10 (1), 32-39.	**Measure** Performance on tests and exams, and students' rating of the quality of the professor. **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.
8. Politics of Development course Instructor's perspectives on engaging students in a version of the entire research profess from ethics, to conducting interviews, to presenting findings. Kenyon, K.H. (2017). Bringing the field into the classroom: Methods and experiential learning in the 'Politics of Development'. *Learning and Teaching in Politics and International Studies*, 37(1), 97-112.	**Measure** Instructor's observations **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.
9. Large Introduction to Psychology course Impact of lecture and seven small online assignments related to stages of the research process **vs.** a traditional lecture LaCosse, J. et al. (2017). An Active-Learning Approach to Fostering Understanding of Research Methods in Large Classes. *Teaching of Psychology*, 44(2), 1-7.	**Measure** Performance on quizzes **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.
10. Psychology course Impact of using traditional lecture and active learning (worksheets, board games, discussions) **vs.** only lecture. Richmond, A.S. & Hagan-Kindelberger, L. (2011). Promoting higher level thinking in Psychology: Is active learning the answer? *Teaching of Psychology,* 38(2), 102-105.	**Measure** Performance on test (higher level thinking) **Finding** Participants who engaged in active learning scored significantly higher on the higher level test questions, but there was no difference on in the lower level thinking questions
11. Sociology Course Insight and perspectives on short-term experiential exercises (unobtrusive observation; field trips; participant observations) in sociology courses. Wright, M. C. (2000). Getting more out of less: The benefits of short-term experiential learning in undergraduate sociology courses. *American Sociological Association*, 28(2), 116-126.	**Measure** Feedback from students and instructors **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
12. Psychology of Women course Impact of active learning techniques (group discussions, simulations, demonstrations, video and discussion*) vs. only traditional lecture (with some aides) on exam performance. Yoder, J.D. Hochevar, C.M. (2005). Encouraging active learning can improve students' performance on examinations. Teaching of Psychology, 32(2), 91-95.	**Measure** Performance on exam. **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).