

**Articles with Notes**

**20 points**

You will need 5 peer reviewed references for your introduction and references section. (Your final paper will require 8 references). Read these articles and incorporate them into the literature review of your introduction.

For this assignment do not include your MAIN article (the article from Assignment 3). Instead use 4 additional supporting peer reviewed article.

**Instructions:** Submit the notes you took on each of the four supplemental articles. You will be graded on the relevancy of the article to your topic and for the thoroughness of your notes.

Notes should include the following to receive full points:

- Article reference information in APA format
- Major results and key findings
- Additional information such as any quotes, methods, or other information that you may wish to use

**Formatting:** Submit a typed/written note for each article (4 total). Also, indicate your name, section number and research question/topic.

**Submission and Due time:** Submit your work to CatCourses by **11:59 PM** on **February 24.**

Haiyan Liu  
Section 01

### Article with Notes

**Research question:** What type of recess activity and environment best helps elementary school students in school (academic and behavioral)?

- 1.) Berman, M. G., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. *Psychological Science*, 19, 1207-1212. <https://doi.org/10.1111/j.1467-9280.2008.02225.x>

Major results and key findings:

Digit span performance improved after walk (nature) compared to walk (urban), mood improved too but was no correlated with performance. Nature walks reported to be more refreshing on direct but not involuntary memory.

Other information:

“To consider the availability of nature as merely an amenity fails to recognized the vital importance of nature in effective cognitive functioning.” Page 1121.

Study 1: to determine how interactions with nature and urban environments affect cognitive performance.

Study 2: (to test ART) to determine if interactions with nature improve only executive attention (directed) and not alerting or orienting (which require less cognitive control).

- 2.) Dwyer, T., Sallis, J. F., Blizzard, L., Lazarus, R., & Dean, K. (2001). Relation of academic performance to physical activity and fitness in children. *Pediatric Exercise Science*, 13(3), 225-237. <https://doi.org/10.1123/pes.13.3.225>

Major results:

Cross sectional relationships between physical activity and academic performance, across age and sex groups – both self-report and performance on running, sit ups and push ups for physical activity. Not causal.

Other information:

7,961 Australian school children (7-15). Outcome is school’s rating not objective measure – possible bias issue. Heart rate data not significant

- 3.) Jarrett, O. S., Maxwell, D. M., Dickerson, C., Hoge, P., Davies, G., & Yetley, A. (1998).

Impact of recess on classroom behavior: Group effects and individual differences. *The Journal of Educational Research*, 92(2), 121-126.

<https://doi.org/10.1080/00220679809597584>

Major results:

Within subjects effect (same students on recess and non-recess days) significant difference on focus and fidgeting. No difference between pre-recess times suggesting causality. No differences based on academic rating of the students suggesting a fairly uniform effect across individual differences and supporting the importance of recess.

Other information:

“The results of this research suggest that for most children, uninterrupted instructional time may be a paradoxically inefficient use of instructional time”

“The oldest notion, the surplus energy theory, was proposed by Herbert Spencer in 1898 and suggests that surplus energy accumulates when one is engaged in sedentary activities and that an opportunity for physical activity is needed to “blow off steam” or use the surplus energy.”

4. Ridgway, A., Northup, J., Pellegrin, A., LaRue, R., & Hightsoe, A. (2003). Effects of recess on the classroom behavior of children with and without Attention-Deficit

Hyperactivity Disorder. *School Psychology Quarterly*, 18(3), 253–268.

<https://doi.org/10.1521/scpq.18.3.253.22578>

Major results:

Within subject, in appropriate behavior was higher on non recess days and increased linearly with time with the high levels at end of non-recess days. Non similar time based increased on recess days.

Other information:

Single case design

Matched with prior assessment of classroom behavior – all ADHD participants

“the existence of a rest period or recess during the school morning significantly reduced behaviors that were "off task," such as inappropriate verbalizations, getting out of one's seat, being disobedient, and playing with objects, compared to when this rest period was eliminated”