



Illinois Wesleyan University
Digital Commons @ IWU

John Wesley Powell Student Research
Conference

2011, 22nd Annual JWP Conference

Apr 9th, 9:00 AM - 10:00 AM

Impact of Incorporating Movement and Hands-On Experiences on Student Learning

Cara Deverman
Illinois Wesleyan University

Robin Leavitt, Faculty Advisor
Illinois Wesleyan University

Follow this and additional works at: <https://digitalcommons.iwu.edu/jwprc>



Part of the [Education Commons](#)

Deverman, Cara and Leavitt, Faculty Advisor, Robin, "Impact of Incorporating Movement and Hands-On Experiences on Student Learning" (2011). *John Wesley Powell Student Research Conference*. 11.

<https://digitalcommons.iwu.edu/jwprc/2011/ESposters/11>

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.

Integration of Movement and Hands-on Experiences

Cara Deverman

Educational Studies, Illinois Wesleyan University

Research Questions

- 1) How can I effectively incorporate movement and hands-on learning into lessons and daily routines?
- 2) What impact will incorporating movement and hands-on experiences into the classroom have on student learning?

Participants

- Who: 26 second grade students - 17 boys, 9 girls
- Where: The study was conducted in a Midwest suburban community.
- School demographics: 41% White, 17% Black, 30% Hispanic, 70% low-income.

Methodology

Data was drawn from the following sources:

- 1) Lesson Plans
- 2) Personal Reflections
- 3) Student Work
- 4) Photographs

I designed and taught lessons incorporating movement and hands-on experiences across subject areas. I also implemented movement breaks and added movement to transition time.



Literature Review

- Incorporating movement helps increase students' focus, improve balance and coordination, and align the mind and body.
- Traditionally, schools' teaching strategies favor learning with the left side of the brain. Incorporating movement teaches to students' entire brain.
- Many students learn best by doing.
- Movement supports literacy instruction- Reader's Theater, Rhythm Walks.
- Movement activities create a sense of belonging and ownership within the classroom.
- Integration of movement serves as motivation and students take ownership for learning.
- Movement breaks refocus energy.
- Integration of movement decreases behavior issues.
- Active learning supports healthy lifestyles through physical movement.
- Movement meets the needs of diverse learners, such as children with ADHD and ELL students.

Conclusions

- The three core categories for movement integration in the classroom are integration into content area lessons, transitions and routines, and movement breaks.
- Movement can be incorporated across the curriculum.
- Effective movement integration requires careful planning and clear expectations.
- Active learning supports students mental, physical, and emotional development.
- When information is associated with a movement, that movement can be used to recall memory of the information.
- Incorporation of movement channels students' natural energy.
- Integration of movement supports positive classroom management.
- Movement and hands-on experiences engage students and foster excitement for learning.

Acknowledgments

Thank you to my supportive cooperating teacher and wonderful students for making this study possible. Thank you to Professor Robin Leavitt for guiding me through the research process.

