USC Center for Excellence in Teaching

# Reducing student stress

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impacts of stress on student learning.

**Fredrickson, B., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought‐action repertoires. *Cognition & Emotion, 19*(3), 313–332.**[**https://doi.org/10.1080/02699930441000238**](https://doi.org/10.1080/02699930441000238)

Negative emotions can hamper cognitive performance.

**Kuhlmann, S., Kirschbaum, C., & Wolf, O. (2005). Effects of oral cortisol treatment in healthy young women on memory retrieval of negative and neutral words. *Neurobiology of Learning and Memory, 83*(2), 158–162.**[**https://doi.org/10.1016/j.nlm.2004.09.001**](https://doi.org/10.1016/j.nlm.2004.09.001)

Stress reduces retrieval of memories for women.

**Tollenaar, M., Elzinga, B., Spinhoven, P., & Everaerd, W. (2009). Immediate and prolonged effects of cortisol, but not propranolol, on memory retrieval in healthy young men. *Neurobiology of Learning and Memory, 91*(1), 23–31.**[**https://doi.org/10.1016/j.nlm.2008.08.002**](https://doi.org/10.1016/j.nlm.2008.08.002)

Stress reduces retrieval of memories for men.