

Annotated Bibliography

Halvorsen, I., & Reyes, T. (2023). Sleep timing and working memory in first-year undergraduates.

Journal of Student Learning Research, 14(2), 115–132.

<https://doi.org/10.0000/jslr.2023.0142>

Halvorsen and Reyes report a semester-long study of 212 first-year undergraduates that tracked bedtime with wrist actigraphy and measured working memory with a digit-span task every four weeks. Students whose bedtimes varied by more than ninety minutes across the week scored lower on every test than consistent sleepers, even when total sleep time was the same. The sample is large and the measures are objective, but all participants came from one campus and the authors do not control for caffeine or screen use, which they acknowledge as a limitation. The article is the most rigorous evidence in this bibliography for the claim that sleep regularity, not only sleep length, affects learning, and it supplies the working-memory data on which the second section of my paper rests.

Okafor, N. (2021). *Rest and recall: How sleep shapes student learning*. Example University Press.

This book surveys fifty years of research on sleep and memory for a general academic audience. Its early chapters explain the consolidation cycle in plain language; the later chapters review field studies of students in secondary schools and universities and end with practical recommendations for timetabling and residence life. Okafor writes clearly and cites her sources fully, but the book favours breadth over depth, and the summaries of individual studies are too brief to assess their methods. It is best read as a map of the literature rather than as evidence in itself. For my paper it provides the historical background for the introduction and a useful vocabulary for distinguishing consolidation from retrieval, which the journal articles assume rather than define.

Sleep Research Collective. (2024, March 8). *Study habits and sleep: A guide for first-year students*. <https://www.example.org/sleep-guide>

This guide, published by a nonprofit that runs sleep workshops on university campuses, condenses advice from the research literature into a short checklist for new students: fixed

wake times, a screen-free hour before bed, and short afternoon naps instead of all-night study sessions. The page cites the studies it draws on and was updated in 2024, but it offers no original data and simplifies some findings, presenting the ninety-minute sleep-cycle rule as settled when the evidence is mixed. Its value for my paper is as an example of how research reaches students in practice: the recommendations section compares the guide's advice with the findings of Halvorsen and Reyes and Okafor to show where popular guidance keeps pace with the evidence and where it lags.