Supplementary Figure S2

A  

i. Both years

ii. Year 2015

iii. Year 2016
### B i. Both years

![Graph showing proportion correct before and after for both years.](image)

### ii. Year 2015

![Graph showing proportion correct before and after for Year 2015.](image)

### iii. Year 2016

![Graph showing proportion correct before and after for Year 2016.](image)
C i. Both years

ii. Year 2015

iii. Year 2016
Figure S2. Learning as measured by proportion of quiz questions correct. Quizzes were conducted before, after or one-week post-lesson (period). Different lines denote different lesson types. (A) Reproduction-type questions; (B) Meaning-type questions; (C) Application-type questions. Error bars denote standard errors of sample size (n both years = 55; n year 2015 = 30; year 2016 = 25). When testing for a significant interaction between period and lesson type, a significant interaction was found for Reproduction-type questions both years (Bi; Generalised Linear Mixed Model with Binomial error distribution: $\chi^2 = 30.02$, df = 2, $p < 0.001$) and for Reproduction-type questions year 2015 (Bii; Generalised Linear Mixed Model with Binomial error distribution: $\chi^2 = 33.71$, df = 2, $p < 0.001$). Details of results are shown in Table S5. DI – Didactic Instruction; SG – Supplemental Game; EG – Experiential Game.