



**CALIFORNIA STATE SCIENCE FAIR
2006 PROJECT SUMMARY**

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Project Title Memory	
Abstract Objectives/Goals Learning is the main objective in the classroom, but with the current methods of teaching this can at times be a more difficult task than it need be. The purpose of this experiment was to determine which method of presenting information-the pictorial, textual or verbal method-was most effective at helping student#s ages 12-14 retain the information they had studied. Methods/Materials To reach a solution I had a selected group of students study a set of information with the intent of memorizing it. I was able to measure their level of retention by having them complete a 5 question test based on the information they had just perceived. Results The measurements derived from these tests confirmed my hypothesis that the pictorial method was more effective than the textual or verbal methods of presenting information to students. Of the tests conducted the best value for the pictorial method was 4.6 (out of 5) correct answers per test, while the best value for the textual method was 4.1 correct answers per test which was followed by the verbal method whose best value consisted of 3.1 correct answers per test. Conclusions/Discussion These results suggest that the current means of teaching, which mainly relies on textbooks to convey the information, is ample but could be further improved. Based on my findings it is my belief that this could be accomplished by further supplementing our existing textbooks with more graphs and illustrations.	
Summary Statement The intent of this project was to shed light on which method of conveying information was the most effective at helping 12-14 year old children retain the information.	
Help Received Participants used under supervision of science teacher.	