



**CALIFORNIA STATE SCIENCE FAIR  
2013 PROJECT SUMMARY**

<b>Name(s)</b> <b>Kylie D. Johnson</b>	<b>Project Number</b> <b>S0411</b>
<b>Project Title</b> <b>The Effects of Traditional Printers Black Ink and Electronic Ink as Used on a Kindle on Reading Comprehension</b>	
<p style="text-align: center;"><b>Abstract</b></p> <p><b>Objectives/Goals</b> This experiment is an investigation into the effect of ink type on reading comprehension through the comparison of scores on reading comprehension tests.</p> <p><b>Methods/Materials</b> Participants were asked to read a fictional short story in either Traditional Printers Black ink or electronic ink used on a Kindle, and take a reading comprehension test. The participants were part of a randomized opportunity sample of students 16 years or older, in college level Sociology/Psychology classes. The research hypothesis states there will be a significant difference between the reading comprehension scores of participants when a fictional short story is read in Traditional Printers Black ink or electronic ink used on a Kindle. The independent variable is the reading medium of either Traditional Printers Black Ink or electronic ink used on a Kindle. The dependent variable is the score received by participants on the reading comprehension test.</p> <p><b>Results</b> A one tailed t-test shows a significant difference at the 99.9% confidence level. Significantly higher scores were received by participants who read the story in Traditional Printers Black ink than by participants who read the story in electronic ink used on a Kindle.</p> <p><b>Conclusions/Discussion</b> This suggests that reading comprehension is higher when stories are read in Traditional Printers Black ink.</p>	
<b>Summary Statement</b> The effects of traditional printers# black ink versus electronic ink on reading comprehension	
<b>Help Received</b> Psychology teacher, Mrs. Brown, supervised project ; Mr. Collins, media teacher, assisted with board creation.	