



**CALIFORNIA STATE SCIENCE FAIR  
2015 PROJECT SUMMARY**

<b>Name(s)</b> Jessica R. Tanoury	<b>Project Number</b>  35038
<b>Project Title</b> <b>The Effect of Text Messaging During a Lecture on Memory Recall as Measured by a Standardized Memory Recall Test</b>	
<p style="text-align: center;"><b>Abstract</b></p> <p><b>Objectives/Goals</b> This experiment is an investigation into the effect of text messaging used in an educational setting on memory recall.</p> <p><b>Methods/Materials</b> The research hypothesis states there will be a significant difference (<math>p &lt; .05</math>) between the scores on a memory recall test taken after the participants watch a university lecture while receiving no text messages compared to those who receive read and reply to text messages throughout the university lecture. The participants were an opportunity sample of 35 students between the ages of 16-18 who were predominantly Caucasian students from a rural school in the Western United States. They were assigned to an experimental (receiving and reading text messages, and receiving and reading and replying to text messages) or a control group (receiving text messages). The experiment was carried out using a between subjects design, with three psychology classes.</p> <p><b>Results</b> An ANOVA test was used to analyze and interpret the data, which was found to be significant (<math>p &lt; .05</math>) with a 99.9% level of confidence.</p> <p><b>Conclusions/Discussion</b> Confirming the research hypothesis that there was a significant difference between the use of text messaging and not text messaging on memory recall.</p>	
<b>Summary Statement</b> Texting while in class and how it affects ability to retain information.	
<b>Help Received</b> none	