



CALIFORNIA STATE SCIENCE FAIR 2015 PROJECT SUMMARY

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Project Title Pay Attention Now or Pay the High Price Later: The Most Common Distractions that Lead Students to an Unsuccessful Future	
Objectives/Goals The objective of this experiment is to determine if the most common distraction that lead students to failure is by using social devices to be on social medias during class, then they will not be able to completely focus on the teachers' lecture or work they need to do which leads to failure. Since the earning and unemployment rates are determined by educational attainment, students must not get distracted in their educational environment. To eliminate distractions, it is essential to identify what is preventing students from their complete potential. Abstract Methods/Materials Informed consent was obtained from 400 high school students to answer the survey. In the survey students rated themselves from 1-10 on nine specified distractions. The frontal cortex controls two sides of the brain, capable to multitask on two things, or more. One experiment done manually; the student was timed for 1 minute to answer 1-20 questions, while counting the amount of colored paper squares they placed on their hand at the same time. The other was done technologically; the test utilized a DSI XL and a stylus. A student completed calculations; meanwhile, the student kept count on how many figures were in a house. Results The most common distraction was chatting with someone with an average rate of 5.7. According to the manual experiment, students with a 4.0 GPA counted the number of squares correctly or were either off by 1-3 squares from the number of squares they counted and had an average of 13 questions. In addition students with a 2.0-2.9 GPA were off by 1-15 colored squares from the number of squares they counted and had an average of 16 questions. On the technological experiment, students with a 4.0 GPA missed 1-5 questions and an average time of 2 minutes and 25 seconds. Students with a 3.0-3.9 GPA missed 5-15 questions and have an average time of 2 minutes and 10 seconds. Conclusions/Discussion The experiments concluded; students who have higher grades tend to multitask more efficiently than those with a lower GPA. The results for the did not completely support the hypothesis, since the most common distraction is chatting with a classmate. In order to prevent this distraction, the data recommends to change the seating chart every once in a while. As well to focus on one thing at a time to not over process the frontal cortex, and save time.	
Summary Statement Identify the most common distraction during class, how distractions affect students future, to demonstrate the effects of multitasking on grades, and how to solve the problem.	
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