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Project Number
S0412

Project Title
The Effects of Computer Based Note-Taking or Longhand Note-Taking on Memory Recall Using SAT II Standardized Test

Abstract

Objectives/Goals
This experiment is an investigation into the effect of note-taking style, typed or handwritten, on memory recall as measured by the test scores on a practice SAT# II Biology Subject Test.

Methods/Materials
The participants were an opportunity sample that was randomly allocated into two equal groups of 12 students each of both genders between the ages of 16-17, and were predominantly Caucasian, English-speaking students from a rural high school in the North Western portion of the United States. A between-subject design was used; both groups watched a biology lecture, accompanied by a power point, and took notes while using either a laptop or a writing utensil and paper, based upon their group. The independent variable was the note-taking style used by the participants while watching the lecture. The dependent variable was the score on the test taken after the lecture.

Results
A one-tailed t-test was used to analyze and interpret the data, and the t value was -0.4181 which failed to meet the critical t value of 1.717 for a 95% significance level.

Conclusions/Discussion
The null hypothesis was accepted, implying that note-taking style does not affect memory recall as measured by test performance, which is relevant in education.

Summary Statement
It was about how note-taking style affects memory recall.

Help Received
none