



**CALIFORNIA STATE SCIENCE FAIR  
2015 PROJECT SUMMARY**

<b>Name(s)</b> Kelsi M. Stieler	<b>Project Number</b> <b>S0420</b>
<b>Project Title</b> <b>The Effects of Instant Messaging or Video Messaging on Reading Comprehension Using an ACT Standardized Reading Test</b>	
<b>Abstract</b> <b>Objectives/Goals</b> This experiment is an investigation into the effects of instant or video messaging on student's reading comprehension. <b>Methods/Materials</b> An opportunity sample of 39 students containing both genders between the ages of 17-19. The participants were predominately Caucasian, located in the North Western portion of the United States. A between-subjects design was used. Participants read an ACT# Standardized Reading Passage while receiving different distractions. The independent variable was the distraction, such as an instant or video message that each participant received during the test period. The dependent variable was their score on the ACT# Standardized Reading Test. The research hypothesis states that the students would perform better with no distractions when compared to instant messaging while reading and engaging in a video message while reading. <b>Results</b> Using a one-tailed ANOVA, students who received no distraction while reading performed worse than those that received a distraction. However, overall scores and performance did not vary significantly between groups. The mean scores of each group were all the same, therefore causing a probability of .04 and causing the researcher to accept the null hypothesis. The use of technology and engaging in multiple things at one time shows no difference on reading comprehension. <b>Conclusions/Discussion</b> The experiment was not significant; this researcher accepted the null hypothesis with a 96% confidence. Therefore, the difference between instant messaging, video messaging, and no distractions was completely random and not significant. This was due to the fact that the experimenter did not test what was originally intended to test and the Reading Comprehension Quiz was too difficult.	
<b>Summary Statement</b> Electronic messaging and reading comprehension	
<b>Help Received</b> none	