



**CALIFORNIA STATE SCIENCE FAIR  
2015 PROJECT SUMMARY**

<b>Name(s)</b> Olivia R. Pearson	<b>Project Number</b>  35037
<b>Project Title</b> <b>The Effects of Computer Based Note-Taking or Longhand Note-Taking on Memory Recall Using SAT II Standardized 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 note-taking style, typed or hand written, on memory recall as measured by the test scores on a practice SAT# II Biology Subject Test.</p> <p><b>Methods/Materials</b> 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.</p> <p><b>Results</b> 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.</p> <p><b>Conclusions/Discussion</b> 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.</p>	
<b>Summary Statement</b> It was about how note-taking style affects memory recall.	
<b>Help Received</b> none	