

1 **Music Versus No Music Effectiveness On Cognitive Response Time and Typing**
2 **Efficiency**

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4
5 JONQUILL HOWLETT, Colorado State University, USA
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7 SHEA SPALDING, Colorado State University, USA
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10 The abstract does not get added until after the project is finished or nearly finished.
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12 CCS Concepts: • **Music, Typing Efficiency;**
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14 Additional Key Words and Phrases: Typing Efficiency with Music, Cognitive Function
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22 **1 INTRODUCTION**

23 This project will focus on people's ability to type with distractions such as different types of music playing. It will then
24 test their cognitive ability to focus on a hand/eye coordination test in which we will test how well they can match
25 shapes by measuring speed and accuracy. The two-part test aims to help test if the music is too distracting or will help
26 the people be more efficient at their work. This is important because many people do their homework or jobs while
27 listening to music and should they make a mistake, it could end up costing someone their grade or the mistake at work
28 has a cascading effect to cause more errors in their work. The two-part test will help determine if there is a correlation
29 between the effectiveness of music versus no music on cognitive response time and typing efficiency.
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33 **1.1 Eye Tracking**

34 Eye tracking technology, such as the EyeWriter 2.0, has become increasingly valuable in cognitive research, allowing for
35 precise measurement and analysis of visual attention and eye movements. In this study, we incorporate the EyeWriter
36 2.0 to track participants' eye movements during the QBTest, a hand-eye coordination task. The EyeWriter 2.0 offers
37 high-resolution tracking, capturing gaze patterns and fixations with accuracy. By analyzing participants' eye movements
38 during the QBTest under different music conditions, we aim to understand how distractions, such as music, influence
39 visual attention and cognitive performance. Understanding the impact of music on cognitive response time and typing
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42 Authors' addresses: Jonquill Howlett, jonquill.howlett@colostate.edu, Colorado State University, Berthoud, Colorado, USA, 80513-0650; Shea Spalding,
43 Shea1@colostate.edu, Colorado State University, Fort Collins, Colorado, USA, 80521-1873.

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efficiency, as measured by the QBTest and eye tracking, can provide valuable insights for improving work and study environments where music is commonly used as a background stimulus.

1.2 QBTest

The Quantified Behavioral Test (QBTest) is a well-established tool for assessing cognitive function, particularly in measuring hand-eye coordination, speed, and accuracy. Developed as a standardized measure, the QBTest provides valuable insights into cognitive performance across different tasks and conditions. In this study, the QBTest serves as a central component for evaluating participants' cognitive response time and typing efficiency under various music conditions. By administering the QBTest alongside eye tracking using EyeWriter 2.0, we aim to understand the impact of music on cognitive function and task performance. The QBTest's ability to quantify cognitive performance makes it an ideal tool for this study, allowing us to measure the effects of music on participants' ability to focus, process information, and perform tasks accurately. Through this research, we seek to provide insights that can enhance our understanding of how environmental factors, such as music, influence cognitive processes.

1.3 Typing Test

Typing proficiency is a fundamental skill in today's digital age, essential for academic and professional success. However, various factors can influence typing efficiency, including environmental stimuli such as music. Understanding how music affects typing speed and accuracy is crucial for optimizing work and study environments. This study uses a typing test to assess participants' typing performance under different music conditions. The test presents participants with lyrics from popular songs, simulating a real-world typing scenario where individuals may listen to music while working or studying. By measuring typing speed and accuracy under conditions of music with lyrics, music without lyrics, and no music (silent condition), we aim to determine the impact of music on typing efficiency. This research will contribute to our understanding of how environmental factors, such as music, can affect cognitive processes related to typing and may have practical implications for improving productivity in various settings.

2 RELATED WORKS

While there is not necessarily a concrete answer for whether music or background noise is effective on cognitive function, there have been many studies that attempt to determine the answer. The other studies attempted to search for this answer by focusing on word processing on a computer with the background music and the user's ability to formulate sentences [5], or determining if background music helps users to keep their attention on their task at hand [3]. Similar to [3], [4] also examined how motivation and music were used hand-in-hand on "a time-consuming task and task performance". A different study done in 2010 again found similar results of music both being a hindrance and benefit [1]. According to [2], the degree of cognitive function may be based on an individual's personality.

Although [5] suggests that the music is a detriment, those with "musical training and high working memory span wrote better essays with longer sentences". This suggests that while the music slowed down the participants, it did not necessarily lower their cognitive ability in typing on their computer while focusing on forming text for the written essay for this particular study. For [1], the music caused enough of a difference in the time that was taken for writing a paragraph but "there were no significant differences in typing speed between the audio distractions". This again may suggest that the participant's cognitive ability was not hindered when typing and may transfer directly after should

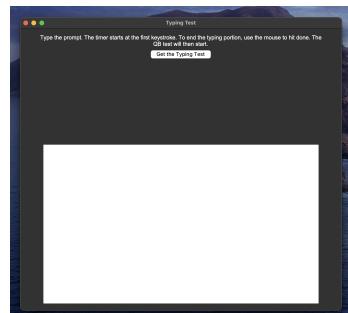
105 the participants have taken a test measuring their cognitive function. The slow timing was again seen in [2] in which
 106 “music generally impaired performance on a complex task but improved performance on a simple task”.
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108 The study done through [3] saw opposite results as to [2]. The music or background noise “enhanced” the reaction
 109 time and performance of the tasks that are given to be completed. The results from [4] were split. The music was a
 110 detriment for logic puzzles in the user’s accuracy but aided in the efficiency of a writing task.
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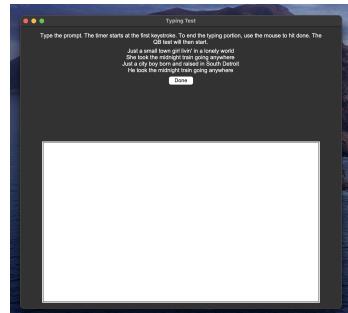
112 3 METHODOLOGY

113 After obtaining consent from all participants, they proceeded to take the typing test. The test presented lyrics from
 114 popular songs within a graphical user interface (GUI). The interface automatically calculated typing speed and accuracy
 115 in the program’s backend, allowing participants to focus solely on completing the test. Each participant completed the
 116 typing test under three conditions: music with lyrics, music without lyrics, and no music (silent condition). Multiple
 117 levels of music intensity were utilized within each condition to assess varying degrees of distraction. The GUI of the
 118 typing test was built with simplicity in mind. The starting window was pulled up so as not to confuse participants with
 119 the code as seen in Figure 1. The participants saw Figure 2 while the test is running, while Figure 3 is the signifier that
 120 the typing portion is finished.
 121

122 They were given the instructions in the GUI with the text area where their text is clearly visible and the only button
 123 in the window to start the test and timer. After they hit the “Get the Typing Test” button, the lyrics of the randomly
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125 Fig. 1. Starting window of typing test



126 Fig. 2. Test started

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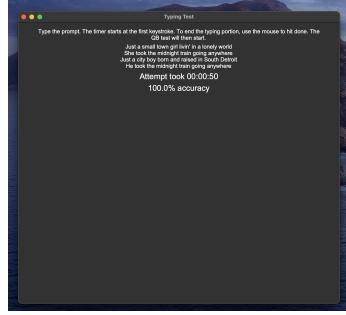


Fig. 3. Test finished

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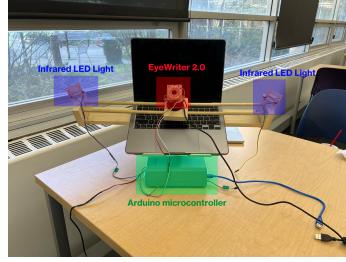


Fig. 4. EyeWriter 2.0

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selected songs were displayed for the user to type. The text box for the users was already in focus with a “Done” button. After the users hit “Done”, their accuracy and speed were presented.

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Following the typing test, participants proceeded to the cognitive task component of the study, which was also conducted under the three aforementioned conditions. While the participants did the cognitive task of a quantified behavioral test, their eye movement will be tracked by the EyeWriter 2.0 camera that we specially built for this study. The EyeWriter system consists of a camera mounted on the participant’s laptop, which tracks eye movements and allows for precise measurement of gaze direction and fixation duration.

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Participants were seated in a comfortable position facing the laptop screen. The laptop is placed on top of a laptop stand while the eye tracker is mounted on a wooden frame. While the eye tracker is on a moveable slider, it is centered in front of the screen. At the ends of the wooden frame are infrared lights that flashes at sixty frames per second. Although not pictured, a bluetooth keyboard is used by the participant for the quantified behavioral test (QB test).

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During the cognitive task component of the study, participants performed a QB test while their eye movements were tracked by the EyeWriter 2.0. The QBTest is a computerized test designed to assess various aspects of cognitive function, including attention, impulsivity, and response control.

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3.1 Participants

Approximately eight participants were recruited from Colorado State University. NUMBER males and NUMBER females all in the age range of 18-99. There were no restrictions in regards to their major as long as they were able to type

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209 on a keyboard with no tilt on the keys. They have all previously either learned to type at primary school or through
210 necessity.
211

212 213 3.2 Equipment

214 Participants used two different MacBook Pros in this study due to the nature of the eye tracker setup although both
215 were running on Sonoma or MacOS 14. One MacBook Pro was used to administer the QBTest, and it had the eye tracker
216 mounted on it. The positioning of the eye tracker made it challenging to use this MacBook Pro for the typing test and
217 QB test.
218

219 QBTest MacBook Pro with Eye Tracker: This MacBook Pro was dedicated to conducting the QBTest. It had the eye
220 tracker mounted on it, which made it difficult to access the keyboard for typing. Participants used this MacBook Pro
221 for the QBTest to ensure that the eye tracker could accurately track their eye movements during the test. A bluetooth
222 keyboard was used as part of the QB test since the positioning of the Eye Writer mostly blocked the space bar.
223

224 Typing Test MacBook Pro: The second MacBook Pro was used for the typing test. Since it did not have the eye tracker
225 mounted on it, participants could easily access the keyboard and perform the typing test without any interference from
226 the eye tracker. Using two separate MacBook Pros allowed for the independent administration of the QBTest and typing
227 test, ensuring that participants could perform each task without any physical hindrance from the eye tracker.
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229 3.2.1 *EyeWriter 2.0*. The IR camera captures the eye movements of the participant. It is mounted on the laptop that
230 participants use for the QBTest, allowing for the tracking of eye movements during the test. IR LEDs are used to
231 illuminate the eye to enhance the visibility of the eye for tracking purposes. These LEDs are also mounted on the laptop
232 along with the IR camera. The mounting system holds the IR camera and IR LEDs in place relative to the participant's
233 eye. It ensures that the camera has a clear view of the eye for accurate tracking. Cables are used to connect the IR camera
234 and IR LEDs to the laptop. These cables transmit data and power between the components. An Arduino microcontroller
235 allowed the computer to communicate with the camera, infrared LED lights, and computer.
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237 3.2.2 *Typing Test*. The typing program was written in Python and compiled using Python3.9. While python can run
238 on any device that has python installed, this study only used the two Macbook Pros. The singularity of the devices was
239 used as the center of the screen for the typing test was hard coded when setting the starting position of the window for
240 the typing test.
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242 3.2.3 *Quantified Behavioral Test*. The Quantified Behavioral Test or QBTest program was written in Python and
243 compiled using Python3.9. The package pygame was used for this interface compared to the package tkinter used for
244 the typing test.
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246 247 3.3 Procedure

248 After signing consent forms, each participant was explained the overall concept of what they would be doing. First they
249 would take the short typing test three times to account for the three levels of music. They would then do a QB test
250 three times again for the music. The eye tracker is mounted around a laptop stand and the laptop is placed in between
251 the stand so that the screen is behind the eyetracker.
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261 **3.4 Design**

262 Design

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264 **4 RESULTS AND DISCUSSION**

265 Within-subjects testing was used.

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267 **5 CONCLUSION**

268 Conclusion

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