|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | --- | |  | | |  | | --- | | **Conclusion**  Our data shows a significant amount of statistical information to suggest that our hypothesis is correct. Although there could have been several biases that entered our experiment, we tried our best to eliminate these biases. We plan on publishing our results on the Internet and hope that our experiment will help lead to discoveries on how to improve education systems worldwide. In all of our statistical tests we were able to strongly reject our null hypothesis. Our tests provide evidence that students retain more information in an emotional situation than in a non-emotional situation. The data also proposes the idea that females tend to remember more in emotional situations than males. Such information could have a great impact on the way students are taught in class.  **Recommendations**  No experiment is flawless; there is always room for improvement.  We feel that we did a good job in eliminating biases and conducting our experiment as professionally as possible.  If we were to repeat this experiment there are some things we would do differently.  1. Test students of all ages, not just freshmen and sophomores.  We hope that our experiment and others like it will lead to knew techniques of teaching students of all ages, so students of all ages should be tested.  2. Include more of the same facts in the non-emotional video and the emotional video.  Then include more questions on the multiple-choice quiz.  This would allow a broader range for the statistical analysis and a larger margin of error.  3. If at all possible, use an SRS to attain the sample; this will make any statistical evidence more reliable.  4. Test a sample of students at a variety of different schools because the environment of the school and/or community may be a confounding variable.  5. Test a larger sample size; the bigger the sample size the more reliable the statistical analysis is.  6. Allow more time to pass between watching the video and taking the quiz.  This would the students more time to either retain or lose information and this study could focus more on long term memory and how emotion effects it. | | |