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| **Materials**    + Equipment needed to create the two videotapes:  We used a video camera, Sony iLink, Powerpoint, Adobe Premiere 5.1 (computer editing program), and VHS tapes  + Blank questionnaires for test subjects  **Experiment/Procedure**  In order to test whether the hypothesis that the presence of music will help to stimulate the test subject thus improving his short term visual recollection, we have designed an experiment. In this experiment, the subjects were subjected to two videos and had an eleven question free-response quiz following the video.  Both videos were of the same three-and-a-half minute scene of a young man waking up and preparing himself for the day. We erased all of the sound on the videos and added "Ride of the Valkyries" as background music to one of the videos.  The eleven-question quiz included only questions that generally tested short-term visual recollection. For example, many of the questions focused on colors of objects and numbers of repetitions. This would ensure that our results focused more specifically on that which our hypothesis was targeted.  The control video was the video without background music. This video gave us results to compare with the results from the background music video. The experimental variable would be the background music.  First, we created the video. We filmed a scene that would have plenty of visuals and was a common day occurrence for our test subjects (getting ready for the day). We then edited the scene down to a reasonable length of three-and-a-half minutes and erased all sound. We then made two different copies of the scene. To one of these videos, we added background music (Wagner's "Ride of the Valkyries").  At the end of each video we created a PowerPoint presentation with eleven questions that the subjects would answer after seeing the video. Both videos had the same question presentation to further standardize the testing process. The following are the questions that we chose for the quiz:  1) Name three things that were in the hall.  2) How many socks was he wearing?  3) What cartoon character was on his slippers?  4) Name two posters that were hanging in his rec room.  5) What inflatable animal was playing air hockey?  6) How many times does he step on the stapler in the hall?  7) What part of the shaving process was left out?  8) How many tums did he eat?  9) What color is his shirt?  10) How many times did he shake the hair gel container?  11) What color was the top of his shaving gel container?  Secondly, we created the testing environments. We randomly selected ten teachers to ask if they would be willing to participate in the experiment for any of their classes. With minimal replies, we went ahead and gave randomly selected treatments (video with sound or video without sound) to each teacher that we had selected, in hopes that they could return the questionnaires.  Due to lack of funding and experimental space, we felt that a controlled enough environment would be in classrooms. Teachers would properly control the students who would serve as test subjects. They all had a similarly scattered view of the television set where the video would be played.  Finally, we collected all of the data and compared the results through statistical analysis.    [[Home](http://docs.google.com/home.html)][[Introduction](http://docs.google.com/introduction.html)][[Hypothesis](http://docs.google.com/hypothesis.html)][[Procedure](http://docs.google.com/procedure.html)][[Data/Statistical Analysis](http://docs.google.com/data.html)][[Conclusions](http://docs.google.com/conclusions.html)][[Biblio/Links](http://docs.google.com/biblio.html)]  [[2001 Projects](http://docs.google.com/index.html)][[2000 Projects](http://docs.google.com/AP2000/index.html)][[1999 Projects](http://docs.google.com/AP99/index.html)][[1998 Projects](http://docs.google.com/AP98/index.html)] |