### Experimental Design and Setup

In order to test our hypothesis, we first determine to what degree test subjects use their semantic memory. This can be accomplished through a [survey](http://docs.google.com/quest.htm) encompassing activities in which they are actively committing information to memory, including school work, language study, music, drama etc.

Next, in order to quanativly measure to what degree they can memorize and retain short term information we used [flashcards](http://docs.google.com/number.htm) with an increasing number of digits. Each test subject initially started with four digits. The [flashcard](http://docs.google.com/3by5.htm) was shown visually and read aloud at a rate of one digit for every three quarters of a second. After the card was shown and read, it was hidden while they repeated the sequence. If they repeated the sequence in correctly and in order, they were given a new card with the number of digits increased by one. If they incorrectly repeated the sequence they were given three more opportunities to progress to the next highest card number.

To better determine their semantic memory capabilities a second test was given hoping to provide a clearer, more accurate, representation of what they could memorize. Subjects were given one minute to memorize ten pairs of random  [words](http://docs.google.com/words.htm), followed by as much time as they needed to transcribe them to paper.

#### Controls

* The numbers test were read at a consistent rate with no grouping or pauses.
* All subjects were given the survey in person, so as to clarify questions and increase consistently.
* All subjects were tested in the same location with similar ambient noise volume, lighting, radiation levels, and distance from the equator.
* All subjects were tested between fourth and fifth period.
* For the numbers test, all numbers were random.
* All students were given the same set of paired words.

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