

# EFFECTS OF CLASSROOM CELL PHONE USE ON EXPECTED AND ACTUAL LEARNING

*Leslie Gains-Germain*

## 1. Who are the subjects in Study 1? Study 2?

The subjects in Study 1 were 693 students at seven colleges and universities across the United States during October through December 2009.

The subjects in Study 2 were 40 college students, 21 men and 19 women who were randomly selected from a complete college list and agreed to participate.

## 2. Why do they say anything about “General Psychology” students?

They indicate that selecting subjects randomly from a complete college list draws a more representative sample than their previous sample of General Psychology students.

## 3. How do they use random selection and random assignment?

In study 2, they randomly select names from a complete college student list. In study 2, all participants were tested twice, one while texting and one not texting. They do not mention whether the order in which they were tested was randomly assigned or not.

In study 1, participants were not randomly selected from all college students. This was an observational study (survey), so no treatments were assigned.

## 4. What are the conclusions of Study 2? Any surprises?

They conclude that quiz scores were significantly lower when students texted than when they did not text ( $p\text{-value} < 0.01$ ). This is no surprise to me.

## 5. What is the major difference between study 1 and study 2. (Only identify ONE thing.)

Study 1 is a survey and has to do with how students perceive the effects of texting on learning. Study 2 is an experiment in which texting treatments were imposed on the students.