

The Effects Of Music On the Testing Effect

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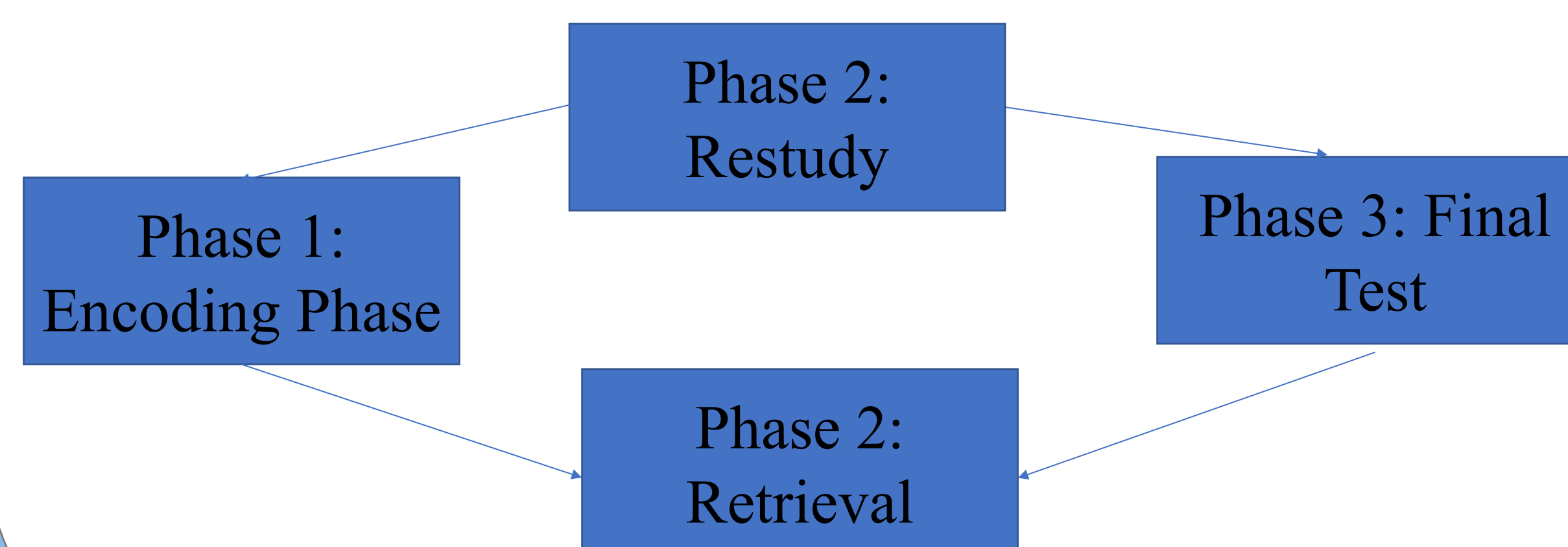
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Introduction

- ❖ Testing effect
- ❖ Retrieving information on a quiz or activity improves long-term memory compared to simply just restudying the same material.
- ❖ First documented empirical studies on the testing effect were published in 1909 by Edwina E. Abbott.



Hypotheses

- ❖ There will be a testing effect between retrieval and restudy.
- ❖ There will be a main effect between music and no music signifying that attention was hindered in both restudy and retrieval causing for lower scores in restudy.

Conclusion

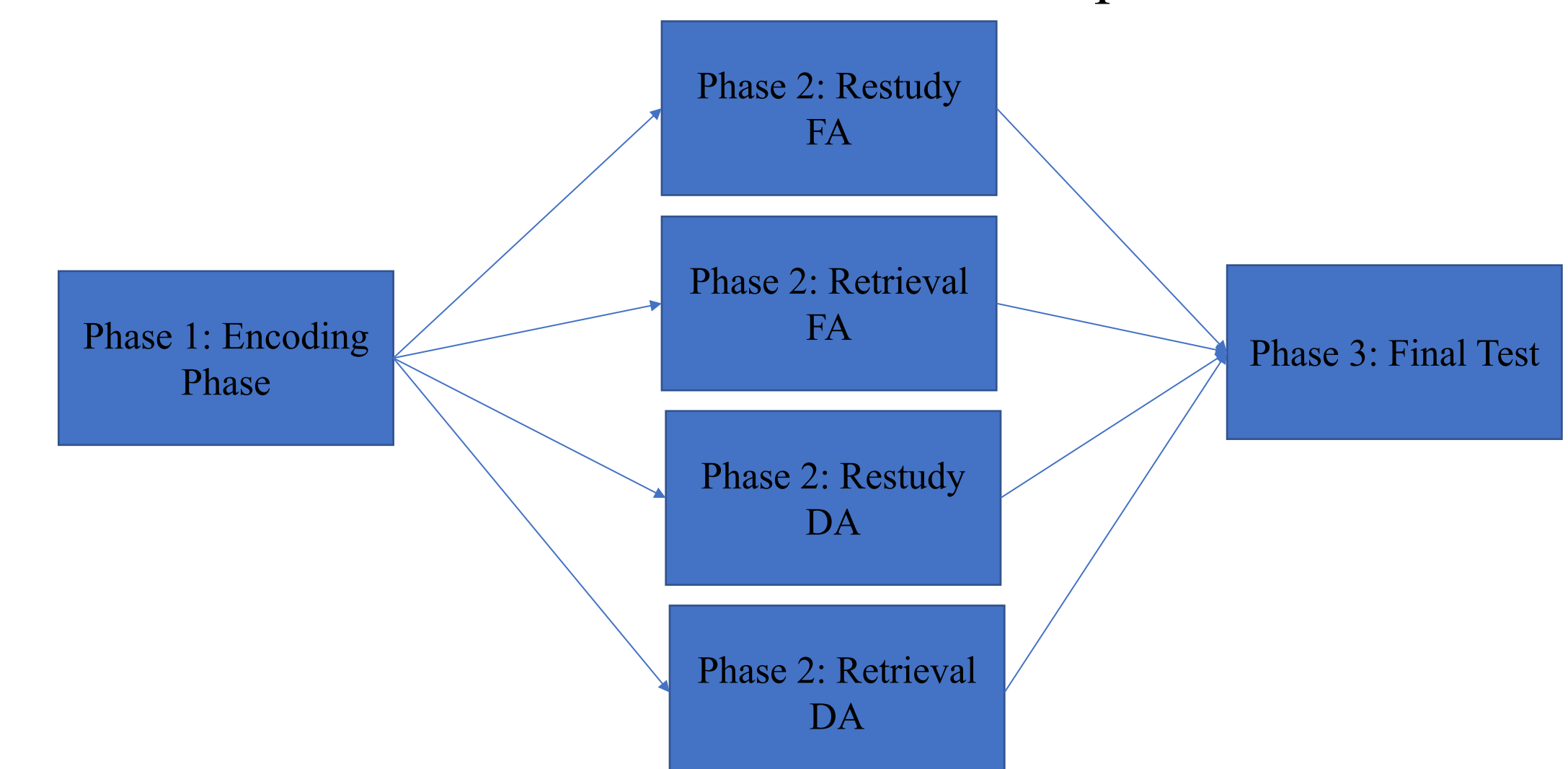
- ❖ Overall, participants from both retrieval blocks in phase 2 did significantly better than the restudy blocks.
- ❖ Interaction between music and retest was marginally significant indicating DA, music, did not have a significant impact on the size of the testing effect.
- ❖ Even under both FA and DA, retrieval practice showed the most benefit to learning and recalling the word pairs as is evident in the results of phase 3.

Methods

- ❖ Participants
 - ❖ Recruited 75 participants using Amazon Mechanical Turk
 - ❖ 6 were excluded due to incompleteness
 - ❖ Demographics: age range 18-30
- ❖ Measures
 - ❖ Used PCIBEX farm to create study
 - ❖ Manipulation within phase 2 is within subject
 - ❖ Distractor: Classical music in phase 2

Procedures

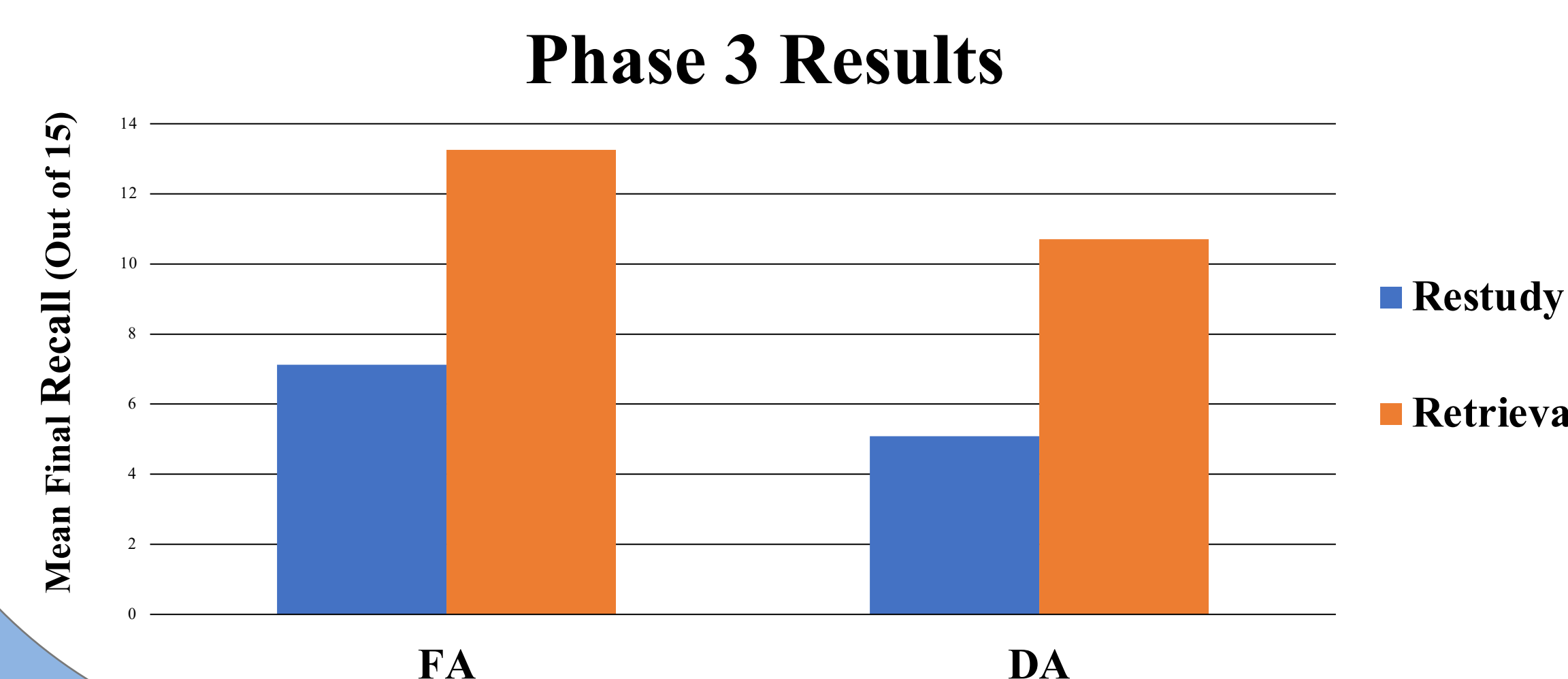
- ❖ Phase 1: Participants studied 60 unrelated word pairs
- ❖ Phase 2: Four blocks with 15 word pair in each block randomly dispersed
- ❖ Phase 3: Final exam with all 60 word pairs



Results & Discussion

Phase 2	Mean
Retest-NoMusic	12.09
Retest-Music	10.51

	Significant Value	Partial Eta Squared
Music	.000	.206



	Significant Value	Partial Eta Squared
Music	.000	.729
Retest	.000	.932
Music*Retest	.090	.042

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