



Jersey Shore Science Fair 2007

The Stars Challenge Participants



WOMEN'S
SOCCER
1995
OSPREYS

1987
OSPREYS

TEMPERATURE
REACTIVES?
RESULTS

MATERIALS
PROBLEM
GRAPH
RESULTS

Student 1: A young woman with long red hair, wearing a brown zip-up sweater over a white shirt and a tan lace-trimmed skirt. She has a name tag on her chest.

Student 2: A young woman with long blonde hair, wearing a white patterned top and blue jeans. She has a name tag on her chest.

Student 3: A young woman with long brown hair, wearing a blue DKNY JEANS t-shirt and white shorts. She is holding a red folder and has a name tag on her chest.

Student 4: A young woman with dark hair, wearing a dark jacket. She has a name tag on her chest.

Adult: An older man with white hair and a beard, wearing a white button-down shirt. He is standing in the back row.

Student 5: A young woman with long blonde hair, wearing a light blue button-down shirt and white pants. She has a name tag on her chest.

Student 6: A young man with blonde hair, wearing a dark shirt. He has a name tag on his chest.

Student 7: A young woman with long brown hair, wearing a black vest over a white long-sleeved shirt and black pants. She has a name tag on her chest.

Student 8: A young man with short brown hair, wearing a dark blue polo shirt and black pants. He has a name tag on his chest.

Sixteen seventh graders
signed up for my class,
and all proposed experiments,
allowing them to pass.

Half of them were "psyched" enough
to do a whole lot more -
Conduct a full blown study
and present at Jersey Shore!

Jackie's human subjects
were made to memorize.
And Andrea's night vision tape
recorded eerie eyes!

Holly's subjects pondered 'bout
the earbuds of iPods,
while Nick conditioned koi to feed
(that sounds a little odd)

Clair - she dealt with roaches,
and did well at the fair.
(Most who work with "Roche's"
do quite well when they're down there!)

Cait made friends with Lauren and dressed her "oh so cool" and then played back the video to half of St James school.

We got to see an Emily, (who studied sea anemones) earn a second place award for her work in Zoology!

And when it was announced, that my buddy Craig had won, he ran over with the ribbon well... perhaps, he didn't run, but...

I saw a smile upon his face and then I heard him holler, "Hey, Mr. Roche, I won this – now you owe me one more dollar!"

Mr. Roche

QUESTION BEING ADDRESSED

Will going to bed with a television on help people to fall asleep faster than being in a dark room?

HYPOTHESES

Going to bed with a television on will make people fall asleep faster than going to sleep with the television off.

PROCEDURE

I will go to bed at the same time each night. I will use a stopwatch to time how long it takes me to fall asleep. I will do this for 12 nights. On 6 of the nights, I will go to bed with the television on. On the other 6 nights, I will go to bed with the television off. I will record the time it takes me to fall asleep on each night. I will then compare the average time it takes me to fall asleep with the television on to the average time it takes me to fall asleep with the television off.

CONSTANTS

- Me
- Time going to bed
- Sleep procedure
- Same room
- Same volume

Sleep Reaction Time Study

DATA ANALYSIS

Each night I will track the time I fall asleep. At the end of 12 nights, I will determine the average time it took me to fall asleep using the methods described in the procedures section. The lower average time will determine which method tested is more effective.

Sleep Reaction Time Study - Television On

Date	Time			Elapsed Time
	Start	End	Elapsed	
February 5, 2007	9:22:01 PM	9:40:30 PM	0:18:29	
February 6, 2007	9:16:57 PM	9:33:40 PM	0:16:43	
February 7, 2007	9:29:20 PM	9:39:45 PM	0:10:25	
February 13, 2007	9:45:00 PM	9:47:00 PM	0:02:00	
February 16, 2007	9:20:00 PM	9:27:00 PM	0:07:00	
February 18, 2007	9:16:00 PM	9:44:00 PM	0:28:00	
February 19, 2007	9:16:00 PM	9:44:00 PM	0:28:00	
Average Time				0:15:12

*Approximate

RAW DATA

Date	Start Time	End Time	Elapsed Time	T.V. Status
February 5	9:22:01	9:40:30	0:18:29	ON
February 6	9:16:57	9:33:40	0:16:43	ON
February 7	9:29:20	9:39:45	0:10:25	ON
February 13	9:45:00	9:47:00	0:02:00	ON
February 16	9:20:00	9:27:00	0:07:00	ON
February 18	9:16:00	9:44:00	0:28:00	ON
February 19	9:16:00	9:44:00	0:28:00	ON
February 5	9:22:01	9:40:30	0:18:29	OFF
February 6	9:16:57	9:33:40	0:16:43	OFF
February 7	9:29:20	9:39:45	0:10:25	OFF
February 13	9:45:00	9:47:00	0:02:00	OFF
February 16	9:20:00	9:27:00	0:07:00	OFF
February 18	9:16:00	9:44:00	0:28:00	OFF
February 19	9:16:00	9:44:00	0:28:00	OFF
Average Time				0:15:12

Sleep Reaction Time Study



Sleep Reaction Time Study - Television Off

Date	Time			Elapsed
	Start	End	Elapsed	
January 26, 2007	9:21:00 PM	9:21:25 PM	0:00:25	
February 2, 2007	9:16:00 PM	9:16:00 PM	0:00:00	
February 6, 2007	9:16:00 PM	9:16:00 PM	0:00:00	
February 9, 2007	9:16:00 PM	9:16:00 PM	0:00:00	
February 11, 2007	9:16:00 PM	9:16:00 PM	0:00:00	
February 12, 2007	9:16:00 PM	9:16:00 PM	0:00:00	
Average Time				0:00:00

*Approximate

Sleep Reaction Time Study



ABSTRACT

The purpose of this experiment was to determine whether a person would fall asleep quicker with a television on or off. Over the course of twelve (12) nights, I volunteered myself as I fall asleep. On six (6) nights, I went to bed with the television on and on six (6) nights I went to bed with the television off. After each trial I analyzed the micrographs and did the elapsed time (i.e., the time it took me to fall asleep, and did the elapsed time (i.e., the time it took me to fall asleep). At the end of the 12 trials, I determined the average time it took me to fall asleep with the television on and the average time it took me to fall asleep with the television off. The results of this experiment indicate that it took less time for me to fall asleep when the television was off than when the television was on.

CONCLUSION

The first outcome of this experiment is that I had sleep quicker with the television off than having it on. The average time it took me to fall asleep with the television on was 15:13 minutes, while it took me 12:48 to fall asleep with the television off. The difference is a 21% change. The data results suggest that my hypothesis is correct.

Name Th

On

Name C



The Effects Of Music In a Fashion Show

Question Being Addressed
What is the effect of music on the mood of the audience during a fashion show?

Hypothesis
If the music is upbeat and energetic, then the audience will have a more positive mood and will be more likely to purchase items from the fashion show.

Materials
- Music
- Fashion show
- Audience
- Mood survey

Dependent Variable
Mood

Independent Variable
Music

Constants
- Location
- Time of day
- Audience size



Procedure

1. The audience was divided into two groups.
2. One group was shown the fashion show with upbeat music.
3. The other group was shown the fashion show with slow music.
4. After the fashion show, the audience was given a mood survey.
5. The mood survey was analyzed to determine the effect of music on the audience's mood.
6. The results of the mood survey were compared to the hypothesis.

Experimental Design Chart

Group	Music	Mood
1	Upbeat	Positive
2	Upbeat	Positive
3	Upbeat	Positive
4	Upbeat	Positive
5	Upbeat	Positive
6	Upbeat	Positive
7	Upbeat	Positive
8	Upbeat	Positive
9	Upbeat	Positive
10	Upbeat	Positive
11	Upbeat	Positive
12	Upbeat	Positive
13	Upbeat	Positive
14	Upbeat	Positive
15	Upbeat	Positive
16	Upbeat	Positive
17	Upbeat	Positive
18	Upbeat	Positive
19	Upbeat	Positive
20	Upbeat	Positive
21	Upbeat	Positive
22	Upbeat	Positive
23	Upbeat	Positive
24	Upbeat	Positive
25	Upbeat	Positive
26	Upbeat	Positive
27	Upbeat	Positive
28	Upbeat	Positive
29	Upbeat	Positive
30	Upbeat	Positive
31	Upbeat	Positive
32	Upbeat	Positive
33	Upbeat	Positive
34	Upbeat	Positive
35	Upbeat	Positive
36	Upbeat	Positive
37	Upbeat	Positive
38	Upbeat	Positive
39	Upbeat	Positive
40	Upbeat	Positive
41	Upbeat	Positive
42	Upbeat	Positive
43	Upbeat	Positive
44	Upbeat	Positive
45	Upbeat	Positive
46	Upbeat	Positive
47	Upbeat	Positive
48	Upbeat	Positive
49	Upbeat	Positive
50	Upbeat	Positive
51	Upbeat	Positive
52	Upbeat	Positive
53	Upbeat	Positive
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75	Upbeat	Positive
76	Upbeat	Positive
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79	Upbeat	Positive
80	Upbeat	Positive
81	Upbeat	Positive
82	Upbeat	Positive
83	Upbeat	Positive
84	Upbeat	Positive
85	Upbeat	Positive
86	Upbeat	Positive
87	Upbeat	Positive
88	Upbeat	Positive
89	Upbeat	Positive
90	Upbeat	Positive
91	Upbeat	Positive
92	Upbeat	Positive
93	Upbeat	Positive
94	Upbeat	Positive
95	Upbeat	Positive
96	Upbeat	Positive
97	Upbeat	Positive
98	Upbeat	Positive
99	Upbeat	Positive
100	Upbeat	Positive



Results

The results of the mood survey showed that the audience had a more positive mood when they were shown the fashion show with upbeat music. This supports the hypothesis that the audience will have a more positive mood and will be more likely to purchase items from the fashion show when the music is upbeat and energetic.

Sources

- 1. "The Effects of Music on Mood." *Journal of Music Therapy*, vol. 45, no. 1, 2003, pp. 1-10.
- 2. "The Effects of Music on Mood." *Journal of Music Therapy*, vol. 45, no. 1, 2003, pp. 1-10.
- 3. "The Effects of Music on Mood." *Journal of Music Therapy*, vol. 45, no. 1, 2003, pp. 1-10.

Abstract

The purpose of this study was to determine the effect of music on the mood of the audience during a fashion show. The study was conducted by showing two groups of people the same fashion show, one with upbeat music and one with slow music. The results of the mood survey showed that the audience had a more positive mood when they were shown the fashion show with upbeat music. This supports the hypothesis that the audience will have a more positive mood and will be more likely to purchase items from the fashion show when the music is upbeat and energetic.





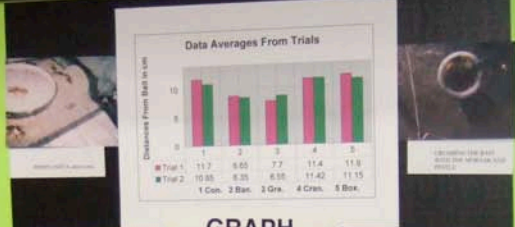


A DEMONSTRATION OF ATTRACTANTS AND REPELLANTS ON PERIPLANETA AMERICANA

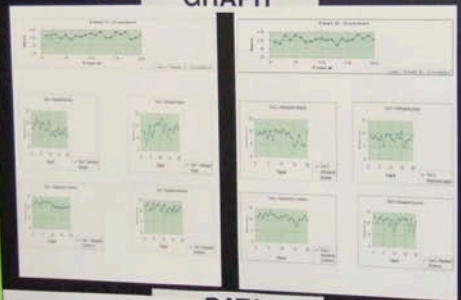


HYPOTHESIS

The cockroaches and beetles will repel the *P. americana* because of their high moisture content, causing them to move further away from the test area.
The grapes will attract *P. americana* causing them to stay closer to the test area.



GRAPH



DATA

Trial #1	Control	Banana	Slopes	Charbony	Banana
1	11.7	6.05	7.7	11.4	11.9
2	10.05	6.35	6.55	11.45	11.15
3	11.7	6.05	7.7	11.4	11.9
4	10.05	6.35	6.55	11.45	11.15
5	11.7	6.05	7.7	11.4	11.9
6	10.05	6.35	6.55	11.45	11.15
7	11.7	6.05	7.7	11.4	11.9
8	10.05	6.35	6.55	11.45	11.15
9	11.7	6.05	7.7	11.4	11.9
10	10.05	6.35	6.55	11.45	11.15
11	11.7	6.05	7.7	11.4	11.9
12	10.05	6.35	6.55	11.45	11.15
13	11.7	6.05	7.7	11.4	11.9
14	10.05	6.35	6.55	11.45	11.15
15	11.7	6.05	7.7	11.4	11.9
16	10.05	6.35	6.55	11.45	11.15
17	11.7	6.05	7.7	11.4	11.9
18	10.05	6.35	6.55	11.45	11.15
19	11.7	6.05	7.7	11.4	11.9
20	10.05	6.35	6.55	11.45	11.15
21	11.7	6.05	7.7	11.4	11.9
22	10.05	6.35	6.55	11.45	11.15
23	11.7	6.05	7.7	11.4	11.9
24	10.05	6.35	6.55	11.45	11.15
25	11.7	6.05	7.7	11.4	11.9
26	10.05	6.35	6.55	11.45	11.15
27	11.7	6.05	7.7	11.4	11.9
28	10.05	6.35	6.55	11.45	11.15
29	11.7	6.05	7.7	11.4	11.9
30	10.05	6.35	6.55	11.45	11.15
31	11.7	6.05	7.7	11.4	11.9
32	10.05	6.35	6.55	11.45	11.15
33	11.7	6.05	7.7	11.4	11.9
34	10.05	6.35	6.55	11.45	11.15
35	11.7	6.05	7.7	11.4	11.9
36	10.05	6.35	6.55	11.45	11.15
37	11.7	6.05	7.7	11.4	11.9
38	10.05	6.35	6.55	11.45	11.15
39	11.7	6.05	7.7	11.4	11.9
40	10.05	6.35	6.55	11.45	11.15
41	11.7	6.05	7.7	11.4	11.9
42	10.05	6.35	6.55	11.45	11.15
43	11.7	6.05	7.7	11.4	11.9
44	10.05	6.35	6.55	11.45	11.15
45	11.7	6.05	7.7	11.4	11.9
46	10.05	6.35	6.55	11.45	11.15
47	11.7	6.05	7.7	11.4	11.9
48	10.05	6.35	6.55	11.45	11.15
49	11.7	6.05	7.7	11.4	11.9
50	10.05	6.35	6.55	11.45	11.15

Trial #2	Control	Banana	Slopes	Charbony	Banana
1	11.7	6.05	7.7	11.4	11.9
2	10.05	6.35	6.55	11.45	11.15
3	11.7	6.05	7.7	11.4	11.9
4	10.05	6.35	6.55	11.45	11.15
5	11.7	6.05	7.7	11.4	11.9
6	10.05	6.35	6.55	11.45	11.15
7	11.7	6.05	7.7	11.4	11.9
8	10.05	6.35	6.55	11.45	11.15
9	11.7	6.05	7.7	11.4	11.9
10	10.05	6.35	6.55	11.45	11.15
11	11.7	6.05	7.7	11.4	11.9
12	10.05	6.35	6.55	11.45	11.15
13	11.7	6.05	7.7	11.4	11.9
14	10.05	6.35	6.55	11.45	11.15
15	11.7	6.05	7.7	11.4	11.9
16	10.05	6.35	6.55	11.45	11.15
17	11.7	6.05	7.7	11.4	11.9
18	10.05	6.35	6.55	11.45	11.15
19	11.7	6.05	7.7	11.4	11.9
20	10.05	6.35	6.55	11.45	11.15
21	11.7	6.05	7.7	11.4	11.9
22	10.05	6.35	6.55	11.45	11.15
23	11.7	6.05	7.7	11.4	11.9
24	10.05	6.35	6.55	11.45	11.15
25	11.7	6.05	7.7	11.4	11.9
26	10.05	6.35	6.55	11.45	11.15
27	11.7	6.05	7.7	11.4	11.9
28	10.05	6.35	6.55	11.45	11.15
29	11.7	6.05	7.7	11.4	11.9
30	10.05	6.35	6.55	11.45	11.15
31	11.7	6.05	7.7	11.4	11.9
32	10.05	6.35	6.55	11.45	11.15
33	11.7	6.05	7.7	11.4	11.9
34	10.05	6.35	6.55	11.45	11.15
35	11.7	6.05	7.7	11.4	11.9
36	10.05	6.35	6.55	11.45	11.15
37	11.7	6.05	7.7	11.4	11.9
38	10.05	6.35	6.55	11.45	11.15
39	11.7	6.05	7.7	11.4	11.9
40	10.05	6.35	6.55	11.45	11.15
41	11.7	6.05	7.7	11.4	11.9
42	10.05	6.35	6.55	11.45	11.15
43	11.7	6.05	7.7	11.4	11.9
44	10.05	6.35	6.55	11.45	11.15
45	11.7	6.05	7.7	11.4	11.9
46	10.05	6.35	6.55	11.45	11.15
47	11.7	6.05	7.7	11.4	11.9
48	10.05	6.35	6.55	11.45	11.15
49	11.7	6.05	7.7	11.4	11.9
50	10.05	6.35	6.55	11.45	11.15

VARIABLES

CONCLUSION



20462
MADISON
1000 13 - 1001 13

DKNY
JEANS



The Effects of Color Temperature on Color Rendition

Hypothesis

I think that a higher color temperature (K) will produce more accurate colors than the other and that light bulbs because it was the same as it would be in a more light or dark setting.

Goal

- Compare the appearance of colors under different color temperatures.
- Determine if the color temperature affects the appearance of colors.

Results

- The color of the objects appeared to change under different color temperatures.
- The color of the objects appeared to change under different color temperatures.
- The color of the objects appeared to change under different color temperatures.

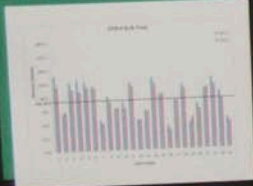
Conclusion

- The color of the objects appeared to change under different color temperatures.
- The color of the objects appeared to change under different color temperatures.
- The color of the objects appeared to change under different color temperatures.

Conclusion

My hypothesis was correct. As the light bulb's color temperature increased, the colors of the objects appeared more accurate. In fact, the colors were more accurate than the other color temperatures. The color of the objects appeared to change under different color temperatures. The color of the objects appeared to change under different color temperatures. The color of the objects appeared to change under different color temperatures.

To study this in more detail, I tested in different color temperatures. I found that the 5000 K bulb produced the most accurate colors. The color of the objects appeared to change under different color temperatures. The color of the objects appeared to change under different color temperatures.



Color Temperature (K)	Accuracy Score
2700	~0.8
3000	~0.9
4000	~1.1
5000	~1.3



Test Setup

The test setup for this experiment was as follows:

- A color checker chart was placed on a white surface.
- A camera was positioned above the chart.
- The color of the light source was varied.
- The color of the objects was recorded.



CHAD
WILLIAMS
11 APR 10 AM 2011



Can The Survival of Right In Earthworms be Exposed to Effect into Survival?



Food and the Time in which an Anemone Shrinks

Background Information

Substrate Anemone:

- Anemones are invertebrate animals with body symmetry that live in the ocean, commonly in coral reefs.
- They come in many different varieties, and are very beautiful invertebrate life in the coral reef in sufficient quantities.

Survival and Shrinkage Cycle of Anemone:

Anemones typically shrink due to a small loss of fluid and water and become water deficient.

Hypothesis:

Anemones will shrink by expelling water in a amount of time when it is great a amount of food.

Results

Time When Shrink Start	Amount of Food Given	Time When Fluids Stop	Total Time Taken to Shrink
1:00:00	100% (100%)	1:00:00 (1:00:00)	00:00:00 (00:00:00)
1:00:00	75% (75%)	1:00:00 (1:00:00)	00:00:00 (00:00:00)
1:00:00	50% (50%)	1:00:00 (1:00:00)	00:00:00 (00:00:00)
1:00:00	25% (25%)	1:00:00 (1:00:00)	00:00:00 (00:00:00)
1:00:00	0% (0%)	1:00:00 (1:00:00)	00:00:00 (00:00:00)

Analysis:

As more a amount of food
 gives a amount of time takes to shrink

Conclusion

The hypothesis was correct because the the anemone grew when the amount was great. I take of food when a half or more, the took less time to shrink, although, or just of any amount of food, this is very likely because of a possible change in environment. I believe that during that time, an food passed to change the amount of get to the anemone. The possible changed the amount of the food. The possible changed the amount of the anemone. Still, an anemone will usually take about 20-40 hours when given 1 cube of food, but of those that have. This is a very small amount of the compared to water the anemone and grow but food, where it usually don't shrink after 12 hours.

Procedure

Measuring and Feeding the Anemone:

- 1) A ruler is adjusted to that it stretches from one centimeter to one centimeter of it.
- 2) The distance between the two points of the ruler is being the anemone. I keep one to measure that in each direction, then I keep one to measure the same that.
- 3) Anemone, the fluid is not to that one that the anemone.
- 4) The anemone fluid is poured down to the anemone or what is not taken in with the substrate and volume in.

Feeding the Anemone:

- 1) The anemone placed under the light on 1:00 PM.
- 2) The anemone is checked every hour after that, until 1:00 PM, and then again at 2:00 PM.
- 3) The anemone is also again checked every hour after that.
- 4) When the anemone seems to be fully shrank, the volume is kept again to ensure that it is close to 10 centimeters. I mark in drawing.
- 5) When the anemone fluid is measured, the new level of food the anemone is placed in calculated.

To Analyze Data:

- 1) All data is recorded in a Microsoft Office Excel spreadsheet.
- 2) At the end of experimentation, each piece of data is placed in a bar graph.
- 3) The two pieces of data that show the size compared and the average are placed in a separate graph.
- 4) The information is designed to support or reject hypothesis.

Further Details

1) I have to make this experiment in different an amount of food and different amount of water.

2) I have to make this experiment in different an amount of food and different amount of water.

Bibliography

1) I have to make this experiment in different an amount of food and different amount of water.

2) I have to make this experiment in different an amount of food and different amount of water.

References

1) I have to make this experiment in different an amount of food and different amount of water.

2) I have to make this experiment in different an amount of food and different amount of water.



Headphones

Introduction

Headphones are used to listen to music, watch the news, and listen to lectures. They are used in many different ways and are becoming more popular than ever before. This project was designed to see how different types of headphones affect the sound quality of music.

Set Up

The system of two right speakers will be set up. The headphones will then be connected to the system. The subject will sit in a chair that faces away from the headphones. The headphones will be set up so that it can hear the music at the 90 degree angle.

Methods

The headphones will be set up in a room that is soundproof. The headphones will be set up so that it can hear the music at the 90 degree angle.

Materials

- Headphones
- Speaker
- Chair
- Music

Variables

Independent Variable: Type of Headphones
Dependent Variable: Sound Quality

Constants

Controlled Variables: Room, Music, Speaker, Chair

Procedure

The headphones will be set up in a room that is soundproof. The headphones will be set up so that it can hear the music at the 90 degree angle.

Procedure

- The first subject will sit in a chair that is 90 degrees from the headphones.
- The headphones will be set up so that it can hear the music at the 90 degree angle.
- The headphones will be set up so that it can hear the music at the 90 degree angle.
- The headphones will be set up so that it can hear the music at the 90 degree angle.
- The headphones will be set up so that it can hear the music at the 90 degree angle.

Abstract

This project was designed to see how different types of headphones affect the sound quality of music. The headphones were set up in a room that is soundproof. The headphones were set up so that it can hear the music at the 90 degree angle. The headphones were set up so that it can hear the music at the 90 degree angle.

Conclusion

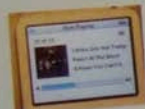
The headphones were set up in a room that is soundproof. The headphones were set up so that it can hear the music at the 90 degree angle. The headphones were set up so that it can hear the music at the 90 degree angle.

Future Studies

The headphones were set up in a room that is soundproof. The headphones were set up so that it can hear the music at the 90 degree angle. The headphones were set up so that it can hear the music at the 90 degree angle.

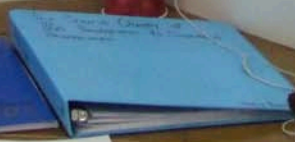
Sources

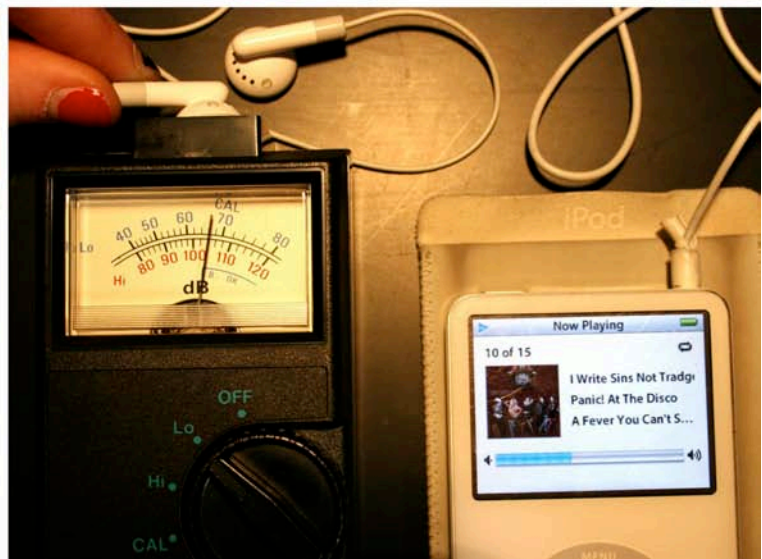
- Headphones
- Speaker
- Chair
- Music



Data Table

Headphones	Sound Quality	Frequency
1	2	100
2	3	200
3	4	300
4	5	400
5	6	500
6	7	600
7	8	700
8	9	800
9	10	900
10	11	1000
11	12	1100
12	13	1200
13	14	1300
14	15	1400
15	16	1500
16	17	1600
17	18	1700
18	19	1800
19	20	1900
20	21	2000
21	22	2100
22	23	2200
23	24	2300
24	25	2400
25	26	2500
26	27	2600
27	28	2700
28	29	2800
29	30	2900
30	31	3000
31	32	3100
32	33	3200
33	34	3300
34	35	3400
35	36	3500
36	37	3600
37	38	3700
38	39	3800
39	40	3900
40	41	4000
41	42	4100
42	43	4200
43	44	4300
44	45	4400
45	46	4500
46	47	4600
47	48	4700
48	49	4800
49	50	4900
50	51	5000
51	52	5100
52	53	5200
53	54	5300
54	55	5400
55	56	5500
56	57	5600
57	58	5700
58	59	5800
59	60	5900
60	61	6000
61	62	6100
62	63	6200
63	64	6300
64	65	6400
65	66	6500
66	67	6600
67	68	6700
68	69	6800
69	70	6900
70	71	7000
71	72	7100
72	73	7200
73	74	7300
74	75	7400
75	76	7500
76	77	7600
77	78	7700
78	79	7800
79	80	7900
80	81	8000
81	82	8100
82	83	8200
83	84	8300
84	85	8400
85	86	8500
86	87	8600
87	88	8700
88	89	8800
89	90	8900
90	91	9000
91	92	9100
92	93	9200
93	94	9300
94	95	9400
95	96	9500
96	97	9600
97	98	9700
98	99	9800
99	100	9900
100	101	10000





Color Sensitivity

PROCEDURE



OTHER AMPLIFIED
SPEAKERS
NAME
PHONE
ADDRESS

ale

Hypothesis

... will remember
... more by seeing
... than reading it

Materials

... flash cards
... flash cards

Table

nts

Pictures vs. Words- A Memory Experiment

Procedure

- 1) The experimenter will split the subjects into two groups of seven subjects in a classroom.
- 2) Subjects will get assigned to seven subjects.
- 3) Subjects will get 15 flash cards that will be read to them.
- 4) Subjects will be asked to write down the picture they remember.
- 5) Subjects will be asked to write down the words they remember.
- 6) Subjects will be asked to write down the words they remember.
- 7) Subjects will be asked to write down the words they remember.
- 8) Subjects will be asked to write down the words they remember.
- 9) Subjects will be asked to write down the words they remember.
- 10) Subjects will be asked to write down the words they remember.

Loose-Leaf Paper!!!
(Look down!!!)

Experiment

Graphic Tables



TEST YOUR MEMORY SKILLS!
 ...
 ...
 ...



Data Tables

Flash Card	Picture	Words
1	10	8
2	12	9
3	11	7
4	13	10
5	14	11
6	12	9
7	11	8
8	13	10
9	14	11
10	12	9
11	11	8
12	13	10
13	14	11
14	12	9
15	11	8

Conclusion

My hypothesis was correct. Seeing
... pictures

Abstract

Jackie
Bennett
1000 12 3456

...
...
...



Words vs. Pictures – A Memory Experiment

Hypothesis: The child will remember significantly more by seeing a picture than reading a word.

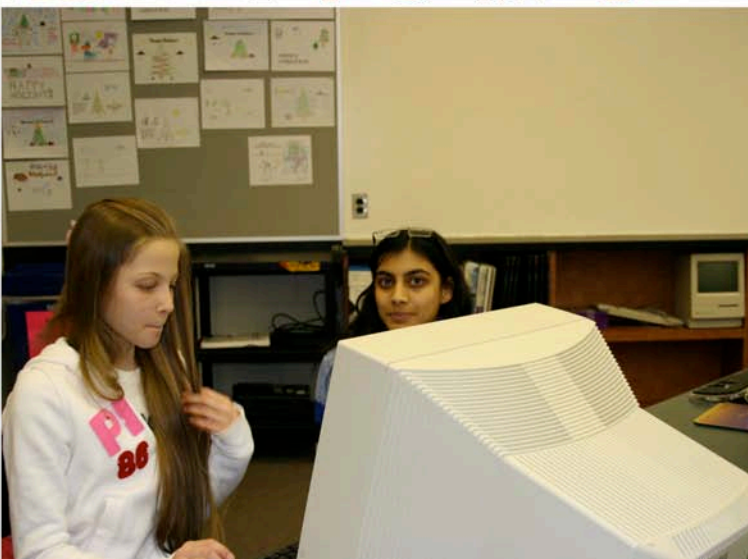
Independent Variable: number of Pictures vs. words the human subject remembers

Levels of Independent Variable	Pictures	Words
Number of Trials	12	12

Dependent Variable: Number of words the human subject can remember

Constants:

- Child's age (Between the ages of twelve and thirteen)
- The fifteen picture cards will be the same for each human subjects
- The fifteen word cards will be the same for each human subjects
- Each of the human subjects will be in a group
- Each of the picture flash cards will have one picture on it
- Each of the word flash will have one word on it



THE CONDITIONING OF KOI TO SOUND STIMULUS



TABLE 1: Response Time (seconds) for Group A

Day	Response Time (s)
1	15
2	12
3	10
4	8
5	7
6	6
7	5
8	4
9	3
10	2
11	2
12	2

TABLE 2: Response Time (seconds) for Group B

Day	Response Time (s)
1	18
2	15
3	12
4	10
5	8
6	7
7	6
8	5
9	4
10	3
11	3
12	3



Nicholas
Baltz
7 888 11 440 12

Data Tables

Day	Response Time (s)
1	15
2	12
3	10
4	8
5	7
6	6
7	5
8	4
9	3
10	2
11	2
12	2

Conclusion

Reaction

DATA ANALYSIS

Track the time I fall
of 12 nights. I will
average time it took
using the methods
procedures section.
time will
tested is



Nicholas Heins

The Effect of Different Stimuli on Conditioning of F

hesis: The Koi will become conditioned to one stimuli qu

ndent Variable: Conditioning stimulus

	light	sound
er of subjects being conditioned	2	2

ndent Variable: Time (in seconds) to reach a
of the tank where food will be added

- ants:**
- ank size
 - emperature of room
 - emperature of water
 - ype, size, (age?) of Koi
 - eeding time



