

Results

Study materials, data, and the analysis script can be downloaded from burtthompson.net/psy-222.html. Our main question was whether deep processing would lead to better memory than shallow processing, as predicted by levels-of-processing theory. In other words, would participants who rate word pleasantness recall substantially more words than those who count vowels? The answer is yes. Recall performance is summarized in Table 1. On average, the rating group recalled 3.2 more words than the vowel group, 95% CI [1.51, 4.93]. This is a large increase of nearly two standard deviations ($3.2/1.71 = 1.87$). Because there were 20 test words, the 3.2 word difference is an average increase of about 16%. Figure 1 presents a graphical comparison of recall scores for the two groups. Note that all scores in the vowel condition were below the mean score of the rating condition. The outcome of the current study is consistent with levels-of-processing theory. The present data, together with many similar prior studies, indicate that rating word pleasantness is very likely to produce substantially better recall compared to the vowel counting task.

Table 1

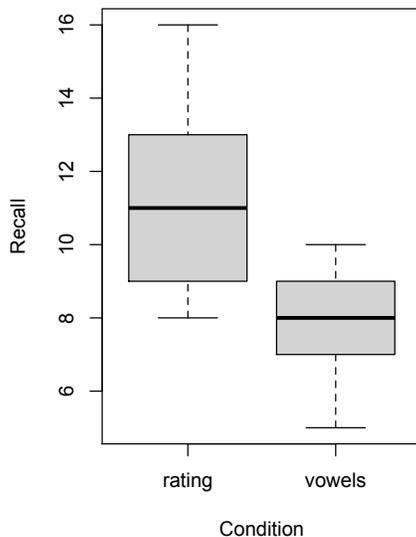
Recall Scores by Condition

Condition	<i>M</i>	<i>SD</i>	N
Count Vowels	7.92	1.71	13
Rate Pleasantness	11.14	2.54	14

Note. Recall scores could range from 0 to 20.

Figure 1

Boxplot of Recall Scores by Condition



Notes on format and content

- Write posters and papers in APA format. See *Presenting Results* in the Morling text (pp. 505-543).
- When possible, make materials, data, and analyses freely available.
- Remind readers of the question being investigated.
- Use Tables and Figures to summarize study results. Each Table and Figure goes on a separate page at the end of the paper.
- Most people don't understand p-values and phrases like "statistically significant"—avoid them unless your advisor forces you to use them.
- Focus on reporting effect sizes and confidence intervals for those effect sizes.
- When possible, interpret your results in the context of (a) previous research and (b) theory.