

# Visual vs auditory assignment



**ASSIGN  
BUSTER**

This research paper is based on experiments that were conducted with the sole purpose of determine people's different preferences towards various learning and presentation techniques, which translates to content retention and ability to learn and remember a wide range of content that was taught in class.

This experiment was done on two deferent environments; one experiment was done on people in a control environment (classroom) where students did not use visual aid in their study, while the other environment was not done in the classroom but rather in the open and involved the use of visual aid such as; projectors, graphs, chart among other visual equipments. Participants tried their best to write down each word they either saw or heard but some participants did better than others.

Both Group A and Group B performed approximately the same. The result of this experiment, which was based on the ability of the respondents to retain or remember different words, was recorded in a frequent table which will be analyzed in this research paper. Intro Researchers and policy makers alike allude to the fact that virtually all human beings re visual beings and not theoretical beings, and that they learn better as well as remember or recall different facts and information based on how these information was passed to them.

For example, research has shown that when visual aids such as charts, graphs, projectors among other visual aids are used in teaching and presentation, the audiences are able to increase their word or content retention to a larger extent compared to when no visual aid are not used in

presentation and teaching (Carol and Roger, 1978). This lab report will conduct an in-depth analysis on an experiment that was conducted by 18 participants, under control and non-control environment. In relation to use of visual aids in making experiments.

The research paper will thereafter make recommendations, conduct a step by step analysis on what participants did in the experiment, predict the future of visual presentation, highlight the methodology that was used in conducting this study, outline the key limitations of the study and make a conclusion that is based on the findings of this study. Method Participants 18 participants that are enrolled in an Experimental Psychology class performed an core requirement. The participants consisted of 17 female and one male.

The participants analyzed the use of visual and illustration learning, and how they influenced word remembrance. The study used simple random sampling in selecting the sample size that was used in the experiments. Setting This experiment took place in a small room that measured room by room, there were no windows in this room. The participants had 25-30 seating options; the chairs had a wooden desk and metal chairs. There was a blackboard in front of the room as well as the back of the room. There was also a rectangular table in the front of the room as well as the back of the room.

There was also a rectangular table in the front of the classroom. Materials The material's that was needed for this experiment was random assignment sheet, desktop computer, projector and projector screen, ' phone (auditory presentation & timer), pens or pencils, and sheets of paper w/ 25 spaces which were computer sized. Random assignment is a method in organizing

experiments in which participants have equal odds of being given to a precise state of the experiment. The desktop computer was used to look up the words and sounds for the experiment.

The erector and the projector screen was used to make the presentation more vivid so all the participants could see and hear the presentation. The phone was used as an auditory presentation and timer. Participants used pens or pencils to record the data. The sheet of paper with the 25 spaces was used by the participants to record data that was obtained from this experiment. Experimental Design The experiment design was between subject design. Participants were assigned by random assignment they were then placed in Group A or Group B.

Group A was given the visual presentation whereas participants in Group B were given the auditory reservation. Participants were being observed by effects each presentation had on them. Procedure The experimenter randomly assigned participants got assigned either to Group A or to Group B by the number they received by the experimenter. Group B left room while Group A remained. The experimenter then provided the participants instructions and a sheet. Participants wrote down words they remembered then participants swapped sheets with a classmate. The experimenter reviewed correct words.

After that participants wrote down the total number of words correct they received. Participants reported total number to experimenter. Then the Participants in Group A the ones that were presented with a visual presentation stepped outside and Group B the auditory participants entered

the classroom. Group B followed the same steps as Group A, Group was presented the auditory presentation through the ' phone. Results Figure 1 indicates the difference between both groups, Group A performed slightly one indicated that the participants in Group A performed better than those in Group B.

Group A the ones that received the visual presentation which allowed the participants to answer more correct words whereas Group B had the auditory reservation which was hard to hear so it caused a change in results. The mean for Group A was 12. 4444 whereas the mean for Group B was 10. 6667. The t-test indicates that there is no significances. Discussion Predicting the future of visual aid or visual presentation in the teaching curriculum and presentation is a complex issue this is because of the drastic changes that have been seen in virtually all sectors and how they embrace this concept.

For instance, in the academic and teaching profession, the use of visual aid or visual software's such as power point presentations has been embraced through the use of Powering presentation both by the learners and course facilitators, power point presentation tends to be more visual rather than theoretical and hence would help in enhancing the ability of learners to improve their word retention ability, conversely, the use of Youth tutorials is another avenue that will be used more frequently by learners in the future to find real time information in real time.

These tutorials provide a visual as well as audio step by step flow on different research topics to user which improves their word retention ability

Carol and Roger, 1978). In addition, the future of visual presentation in conferencing and interviews looks very bright.

This is made possible because of the use of voice over internet platforms such as Keep, where people can interact over a wide geographical location, resulting to exchange of information and ideas among people.

Teleconferencing will further simplify as well as eliminate all the obstacles that existed in the traditional environment, because people are able to interact at low costs, based at their convenience, and moving from one location to another.

Since the world has been reduced from the traditional market place, to one the modern market space, businessmen, and professionals such as teachers can be able to share information with each other, as well as benchmark with each other (Carol and Roger, 1978) Also Carol and Roger (1978) contend to the fact that the variability as well as reliability of research is one way or another enhanced by acknowledging the limitations of the study. Basically, this research paper is subject to a number of limitations in the environment, and demographic characteristics of different people.

One, this research did not take into consideration the different geographic characteristics of people such as age which would affect people's content retention and remembrance ability. For instance, old people have a low remembrance ability compared to young people this is because old age affects some of the human cells that increase word retention and remembrance. Second, considering the fact that remembrance and content retention can be done through experiments, however, sensitive issues such

as physiological or emotional issues that may affect the ability to recall words and remember them all together are difficult to establish.

Third, time for carrying out the proposed research is limited, as the researcher will work within strict timeliness. Fourth, there is possibility of change of organizations or the individuals under consideration; this is because the research does not take into consideration the long-term effects of variables of study (Carol and Roger, 1978)). The study gave some suggestions for further research and experiments on the chosen researcher thus thought that research be done in other institutions and people of different age groups over a longer period of time in order to establish a better view of current research.

It was also suggested that a research should be conducted on different learning institutions to establish whether the use of visual aid and teaching software's such as Powering presentations have improved the word retention of people in these schools since these software's were introduced in their learning institutions (Carol and Roger, 1978). Based on the findings obtained in this research paper, it is evident that use of visual aid such as projectors, charts among other usual materials, enhance and improve the ability of people to retain, remember and recall different aspects of learning like remembrance of words during presentation.

Although, some small disparities are reported on people whose memory does not depend solely on the use of visual aid because of demographical and physiological differences in different people based on age, emotions, health status of people among other things. Therefore, the use of visual aid in the

teaching curriculum should be encouraged because of the benefits it provides to students in improving their ability to retain and remember different things that they are taught in class (Carol and Roger, 1978).

Carol and Roger (1978) alludes to the fact that the use of visual presentation and aid has a lot of benefits, however, there is evidence to show that the use of visual aid is superior to some people compared to another group of people. For example, the use of visual aid in fifth grade, kindergarten, colleges and second grade level helped the students to improve their word retention ability, on the other side; the use of visual aid among older people produced mixed results. However, these disparities tend to disappear in the long run.