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*Thinking In Color: The Effect of Brain Dominance on How We Learn*

This project was designed to test whether or not the hemispheric brain dominance of a test subject affected whether or not they could recognize colors more easily or words more easily. To test this, we first created a questionnaire that contained 20 questions designed to find the brain dominance of subject. All questions were based on characteristics found in most left and right brain dominant people. After calculating the brain dominance percentages, we presented a reading card to the subject that contained written color words (e.g. blue) in a different colored ink (i.e. anything but blue colored ink). We asked the subject to tell us the variable they identified first (either words or colors), and recorded this identification. Then we timed him/her as he/she read the words and then the colors, and recorded this time. While he/she was reading, we would record the number of mistakes he/she made. Our results show that all tested subjects had shorter word reading times than color reading times but brain dominance did not affect the reading times, that brain dominance did not affect the variable first identified, and that left brain dominant subjects generally made more mistakes reading colors (very few made word reading mistakes). In conclusion, we found that brain dominance did not affect the reading times significantly, did not affect the variable first identified, but did have some, but not a significant, effect on the number misread. We can thus infer that brain dominance may not affect how we view colors and words.